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ABSTRACT

One in a series of K-6 guides, this teaching guide contains classroom activities dealing with citizenship education for use with children in first grade. The purpose of the series is to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others. There are three units of study. Most of the units are self-contained. However, some of the activities do require the use of publisher available resources. In Unit I, "Understanding Self and Others," students learn about feelings, responsibility, and conflict. Unit II, "Understanding Society," examines rules and authority. Protective strategies is the topic studied in Unit III, "Understanding Safety and Crime Prevention." Students are involved in many different kinds of activities. Some examples follow. In one activity dealing with feelings, students listen to and discuss a story about how being laughed at hurts. In another activity on feelings, each student is asked to compile a brief list of those qualities which the child feels are his best characteristics. The class then plays charades in which students act out good attributes which classmates have discussed. Viewers try to guess what classmate this characteristic belongs to. When learning about responsibility, the students are required to write on a "Home Responsibility Chart" tasks for which they are responsible in their homes. Parents are asked to check tasks as the child completes them. In the unit on conflict, students role play many situations using puppets. The rules unit involves students in many activities including previewing and discussing a filmstrip, learning the song "Sing a Song of Safety" and playing the "Beanbag Traffic Light" game. The guide concludes with a listing of print and nonprint student materials. (Author/RM)

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JETS

JUSTICE EDUCATION TEACHING STRATEGIES K-6, I.

SP 013 214

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JETS

JUSTICE EDUCATION TEACHING STRATEGIES

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FOREWORD

JUSTICE EDUCATION TEACHING STRATEGIES: K-6

Justice Education Teaching Strategies (JETS) has been developed to:

1. promote and maintain positive student attitudes and behavior:
   — to have students develop activities to affect value judgments
   — to give a more positive but realistic view of law and people who administer the law
2. assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others:
   — to increase knowledge of civil and criminal law
   — to increase knowledge of procedures used by police and other criminal justice agencies

The program provides learning objectives and activities that will enhance these goals. JETS has been integrated with other material developed by the Pennsylvania Department of Education as Justice Education and Community Action (JECA). Previous PDE work in this area has produced two sets of useful educational competencies for schools — *Law-Related Education Competencies* and *Consumer Education Competencies.* In most cases the purposes or objectives for the particular JETS lessons come directly from these competencies. Thus JETS constitutes one framework, a beginning, for successful incorporation of justice education at the elementary school level in support of citizenship education.

The JETS curriculum is developmental with regard to scope and sequence; yet each booklet stands on its own as a curriculum construct for an individual grade level. The booklets are not long and it is not expected that they alone will constitute the sum and substance of citizenship education for students. Supplementary ideas are included throughout each booklet. The key to the success of any justice education program is the cooperation and utilization of area justice personnel by the teacher in implementing such a program. The teacher must realize and the parents must support this cooperative effort on the part of school, home and community. Many people pay lip service to such an ideal, but citizenship education will only succeed in the short and long range if this cooperation is present and visible.

this symbol denotes additional suggestions to teachers.

UNIT I

Understanding Self and Others

PURPOSE:

Criminal and quasi-criminal acts are prevalent in society. Although most young students are rarely involved in criminal activity, all are potential victims and law-breakers. When attitudes and feelings toward rules, laws, authority, conflict resolution and citizenship responsibilities develop negatively, the results are likely to be more misbehavior, criminal activity, and victimization.

In Unit I, better conduct and more responsible behavior are encouraged through examination of feelings (attitudes/values) of self and others. Emphasis is placed on the individual's responsibility for personal behavior.

OBJECTIVES:

- The student will be able to recognize that people's feelings differ.
- The student will be able to understand the concept of a "responsible" person.
- The student will be able to identify situations which may cause conflict.

FEELINGS

THE ONE I LIKE MOST (decision making)
BEING LAUGHED AT HURTS (listening)
Everyone is Different (following directions)
Spin For Feelings (expression)*
Self Portrait (art)
A Better Me (discussion and art)

RESPONSIBILITY

RESPONSIBILITY PROBE (inquiry)
Home Responsibilities (letter, chart, discussion)*
Getting Along (discussion)
Being Held Responsible (inquiry)
Consumer Awareness (discussion)
I Am A Consumer (listing)
Piecing It Together (art)
Cereal Wall (art)

CONFLICT

HOW SHOULD WE ACT? (role play)
WHY DO THINGS HAPPEN TO YOU? (inquiry)
Conflict Wheel (role play)

*STUDENT WORKSHEET Provided

FEELINGS

THE ONE I LIKE THE MOST

Purpose: To demonstrate different feelings students have about people, places and situations

Choose situations from those listed below. Write the beginning of each situation on the board or a piece of tagboard. Below each situation, write the options.

Example

The place I like most to be is:

Home _____

School _____

Church _____

Read the beginnings of each situation along with the options. Allow each student to tape a colored square of paper after the option which he/she chooses. After all students have had a turn, have class count the squares to see which option was the most or least popular. Be sure to emphasize there are no right or wrong answers and that all answers are right and important to those who answered as they did.

Situations

- I think the worst thing to do is to: lie, steal, copy someone's work.
- The most important thing in school is to: share, take turns, clean up.
- The thing that makes me most angry is: getting spanked, someone saying I did something when I didn't, someone breaking one of my toys.
- My favorite community helper is: the police officer, the fire fighter, the mail carrier.
- You can have the most fun: in the yard, on the playground, in the park.
- The most dangerous thing to do on the bus is to: stand up, hang out the window, run in the aisle.
- The most important job in our school is: being a teacher, being a principal, being a bus driver.
- The best pet to have is: a goldfish, a hamster, a turtle.
- It's more fun to go with my parents to: the grocery store, the clothing store, the laundromat.
- The greatest sport is: baseball, football, basketball.

BEING LAUGHED AT HURTS

Purpose: Demonstrate an awareness of why disagreements occur between individuals and groups

Read the following story to your class. Stop at the end of each part and ask, "How did Peter feel in this part of the story?" Accept all answers.

"Poor Peter"

Part 1

Once upon a time there was a little boy named Peter. Peter's teacher taught the class all about snowflakes. She showed the class how to make snowflakes out of paper. Peter was in such a hurry to get started that he didn't listen very well. Peter wanted to make the biggest and best snowflake in the room.

How did Peter feel in this part of the story? (in a hurry)

Part 2
Peter folded the paper and cut very fast. He felt proud of himself because he was going faster than anyone else. But ... when he opened it ... it was SQUARE!

How did Peter feel in this part of the story? (proud and surprised)

Part 3
Sally said, "Look! Peter made a square snowflake," and she giggled.

How did Peter feel? (foolish)

Part 4
Peter took a new piece of paper, and this time he tried to cut very carefully, but he felt very nervous because he hadn't done it right the first time. This time he wanted to be sure that he made a **good** snowflake. But ... when he opened up his snowflake... it was round! Not like a snowflake at all!

How did Peter feel in this part of the story? (disappointed)

Part 5
"Is that snowflake for real?" squealed Neal. Everyone in the class laughed and laughed at Peter. His cheeks got red, and his nose got red, and even the tips of his ears got red.

How did Peter feel in this part of the story? (embarrassed)

Part 6
"I'll never learn how to make a good snowflake," he thought. "Never, never, NEVER."

How did Peter feel? (discouraged)

DISCUSS:

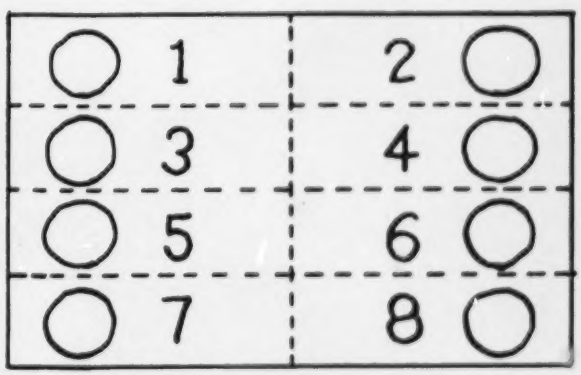
1. What happened that made Peter's feelings change from good to bad?
2. Have you ever made a mistake and then were laughed at? How did you feel?
3. What could Peter have done to prevent his mistake?
4. What should you do if a classmate makes a mistake?

Adapted: Becoming Aware: A Human Relations Curriculum Guide of Lesson Plans and Activities for Kindergarten through Grade Six (Charlottesville, Virginia: 1971), p. 18-19.

Everyone is Different

Purpose: Demonstrate a knowledge of several ways families and other groups are different

Distribute crayons and plain sheets of paper to students. Have them fold the paper in half three times (this will make eight boxes). Unfold the paper and have students draw a circle in each box and number them 1 through 8 as shown below.



Read the following directions to the students. If the color is white, leave the circle blank.

Put the prettiest color in Circle 1.
Put the color of your skin in Circle 2.
Put the best color for a car in Circle 3.
Put the color of your hair in Circle 4.
Put the color of your eyes in Circle 5.
Put the ugliest color in Circle 6.
Put the color of the Kool-Aid you like best in Circle 7.
Put the color of your favorite lollipop in Circle 8.

Have the students compare and contrast their colored circles. Stress that everyone has different likes and dislikes, but no one should be ashamed of being different.

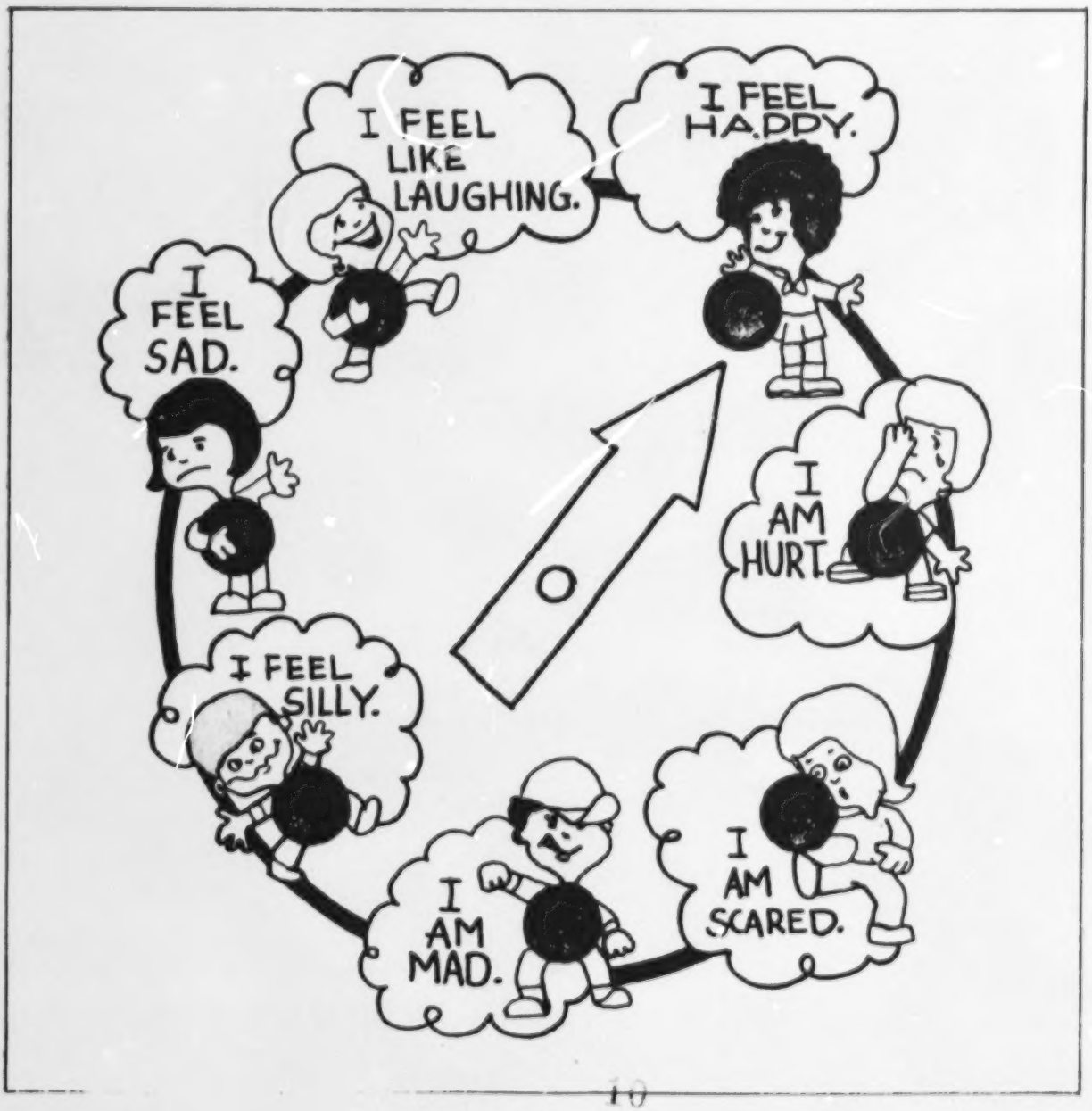
Spin for Feelings

Purpose: To allow students to express feelings

Draw a large circle on a piece of tagboard. Cut out an arrow and attach it with a brad so students can spin the arrow. Print different emotions on the circle as shown below.

Students take turns spinning the arrow and showing by facial expression the emotion to which it points. The student then tells in a complete sentence what could be the reason for this emotion, e.g. I am scared when I see a snake. Encourage students to give different reasons than their classmates.

A mirror may also be used for the students to see their facial expressions.



Self Portrait

(STUDENT WORKSHEET Page 14)

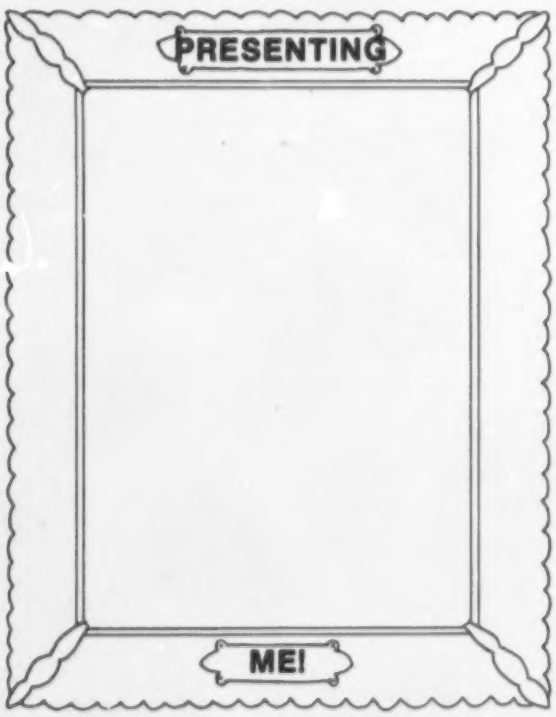
Purpose: To develop an understanding of the self and those things which build self-esteem

Objective: Identify some of the non-physical needs of people and describe how families help meet these needs

Key Vocabulary/Concepts: individual, self (the person alone), strengths (the good parts of someone), magic potion

Materials: *The Wizard of Wallaby Wallow* by Jack Kent

1. Distribute a page ditto similar to the sample:



(you may want to have a real mirror in the room)

2. Students each draw themselves in "the mirror"
3. Allow time to display and discuss "Self-portraits"

Students might wish to hear The Wizard of Wallaby Wallow by Jack Kent (a story about a mouse who wasn't very happy with himself)

— Read the story to class.

— Group discussion might include:

a) Why was the mouse tired of the way he was?
b) How did people treat him?
c) Why didn't he change himself into something else with the magic potion?
d) What were some of the good things about being a mouse?
e) What feelings do you have that are similar to the mouse's? (Emphasize the positive aspects.)
f) Do people need to feel good about themselves?

A Better Me

Teacher should help each student compile a brief list of those qualities the child feels are his best characteristics.

1. Play charades in which students act out good attributes which classmates have discussed. Viewers try to guess what classmate this characteristic belongs to.
2. Students review their lists *before* drawing and ask them to try to incorporate these positive qualities in a second "self-portrait". (Teachers watch for changes such as: color changes from dark to light, size changes from small to large, etc. to see development of self-esteem.)
3. Frame pictures in construction paper and display drawings on a bulletin board covered with aluminum foil to represent a mirror.

RESPONSIBILITY

RESPONSIBILITY PROBE

Purpose: Determine the meaning of responsibility

DISCUSS:

1. What does the word "responsible" mean?
   RESPONSIBLE: carrying out a job or doing what you are expected to do
2. If someone said, "You are a very responsible person", what does this mean?
   — You are someone who can be trusted; you will do your best; you do a good job when you're in charge of something
3. What types of responsibilities can we have at school?
   — cleaning tables, chalkboards, game area, lockers, passing out paper, pencils, crayons, etc.

Make a responsibilities' or helpers' chart for your room. Write the responsibilities your students expressed on it and assign various tasks to students. Rotate the tasks each week so that everyone gets a job or changes jobs. If students carry out these responsibilities in the time designated, reward them with a badge that says, "Young Citizen of United States of America"

4. What should happen if a responsibility is not met?

Read the following situations to your students.

Betty was painting at the easel. She used the red paint to make tulips. As she dipped her brush into the paint jar, she knocked it over. Quickly, she picked it up. Then she went to get a sponge to clean up the paint that had spilled. Her friend, Nancy, saw what had happened and came to help her.

Tom's job in the classroom was to make sure all of the tops were on the paint jars and the jars were removed from the table after art time. It was Friday, and everyone was in a hurry to get home for the weekend. The bell rang at the end of art time, and everyone started getting ready to get on the bus to go home. Tom ran from the room to catch up with his buddies without replacing the tops and putting away the paint. Then have them role play the situations.

DISCUSS:

1. Was Betty being a responsible person? Why?
   — Yes, because she cleaned up the paint.
   Would Mother be mad if they had cleaned it up? (answer, no)
   Was Tom being a responsible person? Why?
   — No, because he didn't make sure all the tops were on the paint jars.
2. What if Betty had left the paint for someone else to clean up?
   — Someone might slip and fall.
   Would it make a difference if Tom left the tops off until Monday?
   — The paint would dry up.
3. What should happen to people who do not carry out their responsibilities?

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Home Responsibilities

(STUDENT WORKSHEETS Pages 15-16)

Purpose: Demonstrate an awareness of how responsibility of individual group members is necessary for the preservation of a group

DISCUSS:

1. What duties or chores do students have at home?
2. What happens if they fail to carry out responsibilities?
3. What responsibilities do other family members have at home?
4. What would be some problems if family members did not meet responsibilities?

Staple together the Parent Letter and Home Responsibility Chart and distribute to students. Have students draw a picture in the box to make it more personal. Have them sign their names. Encourage students to share the letter with parents.

Send letter and responsibility chart home and ask students to return the chart after one week. When students return charts, discuss the different responsibilities and how students carried them out.

Dear Parents,

At school we shall be emphasizing on the concept of responsibility. Because we believe that the project will be more effective with your cooperation, we are hoping you will emphasize the importance of assuming responsibility at home.

If you have not already done so, perhaps you and your child can decide on some suitable tasks which can be accomplished entirely by the child e.g. feed the family pet, straighten room, etc.

We are enclosing a chart which we would like you and your child to use at home. Help your child fill in the particular chores for which he is responsible. Check them each day as tasks are completed. Please sign and return to your child's teacher at the end of a week.

Thank you very much for your cooperation.

Sincerely yours,

_____

I know what the letter is about. I would like you to help me.

_____

Students' signature

JETS
JUSTICE EDUCATION TEACHING STRATEGIES

Home Responsibility Chart

DAYS OF THE WEEK	DUTY 1 DESCRIBE:	DUTY 2 DESCRIBE:	DUTY 3 DESCRIBE:
SUNDAY			
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			

STUDENT'S SIGNATURE

PARENT'S SIGNATURE

Getting Along

Purpose: To compare the different feelings students have when confronted with different situations

Concept: "You" as a person are very, very important!

Activity:

1. Plan a booklet containing pictures from baby days to present age.
2. Use pictures on a THEN (baby) and NOW (up-to-date) bulletin board.
3. Plan a self-portrait using yarn, pipe cleaners, scraps of yard goods, buttons, etc.
4. IS ANYONE JUST LIKE ME?
   Ask students to draw pictures answering the questions below, then ask them to find other students who named the same favorite food and form a group. Repeat the procedure for all questions. Ask the students to find others who have all the same answers. Point out that in some ways we are alike, but that we are all individuals.
   — What is your favorite food?
   — What is the first thing you do on Saturday morning?
   — What activity do you enjoy the most?
   — If you had a free hour right now, what would you do?
   — What scares you?
   — What makes you angry?
   — What makes you sad?
   — Whom do you like to be with the most?

Concept: Everyone is different. You can do certain things well — better than others — yet some can do things better than you can.

Activity:

1. Demonstrate things which you can do now that you could not do when younger.
2. Compare specific differences in pets, flowers, people.
3. Bring in pictures of children engaged in different types of activities.

Concept: You should be proud of those things you do well.

Activity:

1. Draw a picture of you doing things you like to do and do well.
2. Make up a story about helping at school and at home.
3. Bring to school things you have done — painting, sewing, models, etc.
4. Develop displays of children's work.
5. BODY LANGUAGE
   Pick class members to role-play how pride is shown in body language: facial expressions, postures, walking, etc.

Concept: Responsible behavior is a part of growing up. Improving behavior tells others you are growing up or maturing.

Activity:

1. Read stories that will illustrate children whose behavior indicated they were growing up.
2. Plan a discussion about responsibilities at home.
3. Make a class list of desirable behaviors at home, school and at play, encourage weekly checking of behavior practices and suggestions for improvement.
4. Conduct a discussion of traits the children evaluate in others as acceptable.
5. List things you can do now that you could not do when you were smaller.

Concept: Feeling sad and happy are part of life; one's adjustment to these feelings in ourselves and others is most important.

Activity:

1. Talk about times when you are glad and times when you are sad and the things that cause you to feel this way.
2. List the things we can do when we feel upset.
3. Discuss how to help other people when they are sad and how people can help you when you are sad.
4. Develop the idea of "putting oneself" in another's situation.
5. SITUATIONS THAT AFFECT OTHERS
   Ask a couple of students to role-play "Johnny is mean to Susie"; "Harry says something nice to Mary"; "Linda and Sharon refuse to let Mary play with them." Discuss the feelings involved. Leading questions:
   — What happened in the role-playing?
   — How do you think Mary felt? How do you think Johnny felt? Etc.
   — Would you or could you have reacted differently?
   — What would you think about each individual in real life?
   Further explanation: When a problem arises in class, these same questions can be used to identify feelings.
6. BEING NEW
   Role-play a new person in a group. What can a new person do and the group do to make him/her feel welcome? Discuss the feelings when a person is new.

Concept: Respect for the rights and property of other people as well as my own.

Activity:

1. Collect pictures of people showing respect for one another.
2. Make a list of the things I must do and not do with regard to family and friends.
3. Discuss punctuality, game rules, taking turns, sharing, etc.

Concept: There is a difference between tattling and real concern for the things people do.

Activity:

1. TATTLING
   Talk about tattling:
   — Why do we tattle?
   — Who are we hurting?
   — Who are we helping?
   — How do you feel when you tattle? When someone tattles on you?
   — What are the alternatives?
   — When should you report wrongdoing and when not? Ask yourself: Is the behavior I am thinking of reporting really harmful to others, or unsafe, or destructive to property? Is the behavior really any of my business?
2. HURT
   Ask each student to cut out pictures of people who look as if they have been hurt. Some leading questions?
   — How does the person feel?
   — Why does he/she feel that way (use imagination in addition to picture content)?
   — What could the person do about his/her feelings?
3. HURT FEELINGS
   As a group, discuss the ways we sometimes hurt other people, e.g., laughing at them, talking behind their backs, not including them in our group. Ask students how they would feel if they were on the receiving end of these actions.
4. HOW WOULD YOU FEEL?
   The teacher presents situations to the students and asks students to role-play a variety of responses to the situation — responses they consider good and those they consider bad. Ask other students to describe the feelings of the role-players. To extend the exercise, ask the role-players to describe how their actions would affect others. Sample situations are as follows:
   — Susan was having a birthday party. She invited every girl in the class except Laura and Sandy. Laura and Sandy saw Susan giving the invitations to the other girls. What would Laura and Sandy do?
   — Sara's mother spent a lot of time making a new kind of food for supper. After the family started eating, Billy said he did not like the food. If you were Billy's brother or sister, what would you do? If you were Billy's mother, what would you do?
   — One night at the zoo, after all the people had gone home, the animals began talking. They talked about why some of them did not have any visitors that day. If you were the monkey, the elephant or the giant snake, tell how you would feel if you didn't have any visitors. Talk and act like the animal you have chosen to be.

Teacher's Notes...

Being Held Responsible

Purpose: Demonstrate an understanding of personal responsibility

DISCUSS:

1. Do you have a pet at home?
2. What kind do you have?
3. What must you do to care for it?
   - feed it, bathe it, change its water, etc.
4. Do your parents hold you "responsible" for its care? (Explain that being "held responsible" means that if the job is not done, you are to blame for what happens and may not be trusted with that job again.)

Read:

"Stevie's Pets"

Stevie really wanted a pet. He was only five years old, and his mother thought he was not old enough to be responsible for a pet.

But Stevie begged and begged until finally Mother let him buy a goldfish. When they brought the fish home, Mother said, "Now, Stevie, this is **your** pet. You must remember to feed it. Above all, you must keep Mrs. Brown's cat out of your room because cats eat goldfish."

"I'll remember, honest," promised Stevie.

And for about a week, he did. **But** one day he left his window open. **And** when he came home, Mrs. Brown's cat was in his room licking its paws. There was no goldfish swimming around. Stevie ran to Mother and cried and cried, but this did not bring back the goldfish. It was inside the CAT.

Stevie said nothing about a pet for nearly a month for he knew he had not done as Mother had said.

Finally one day he said, "Mother, **please**, may I have another pet? I really will take care of it."

"Not now Stevie," said Mother, "You'll have to wait until you are older and can take care of a pet. Maybe by your birthday we'll think about it."

So he had to be content with this.

Months rolled by and it was nearly time for Stevie's sixth birthday.

"Mother", begged Stevie, "please may I have another pet as a birthday present?"

"All right, Stevie," said Mother. "Mrs. Brown's cat had kittens, and she is giving them away. But remember you must give it food and water, change its litterbox and see that it does not get into the street."

"I will, I will," shouted Stevie.

Stevie selected a beautiful little striped kitten and named it Tiger.

He fed him and gave him water, and brushed and loved him. But one day, it was GONE! What could have happened to Tiger? He had been in the yard. Did he run away? Did someone "catnap" him? No one knew.

Stevie told Mother, "Mother, I really took care of him. What happened?"

"I know you did a responsible job taking care of him, Stevie," said Mother. "Maybe if you go around the neighbornood and ask, you will find him."

Stevie went all around the block hunting and asking. No Tiger! Although he was very tired and hungry, he thought Tiger might be tired, hungry and frightened so he went around another block. Just as he was about to give up he heard a little meow. There in the bushes was Tiger with his collar caught in a twig. Stevie freed him, took him in his arms and hurried home.

"Mother, Mother, I found him, I found him. He was caught on a bush by his collar."

"How wonderful that you found him! Just think you have him back because you kept on hunting. You really are a **Responsible Boy**."

DISCUSS:

1. What was the first pet that Stevie was held responsible for?
   - goldfish
2. Who held him responsible?
   - Mother
3. Did Stevie live up to his responsibility?
   - no
4. When Stevie did not live up to his responsibility, what did Mother do?
   - She would not let him have a pet again for a long time.
5. What was the second pet?
   - kitten
6. Did Stevie live up to his responsibility?
   - yes
7. Why did Mother say he was a responsible boy?
   - Because he kept looking.

Invite a representative from the local SPCA (Society for the Prevention of Cruelty to Animals) to discuss with your class the responsibilities of a pet owner.

Consumer Awareness

Children have considerable influence on a family's buying habits, especially in choosing certain food items, entertainment activities, vacation destinations, and wearing apparel. Young people today also have more spendable capital than their age group has had at any other period in our history. These two factors have combined to make children the targets of a tremendous amount of advertising pressure. Young people need guidance in interpreting the advertising that is aimed at them and in understanding their own very vital roles as consumers of today and of the future. The following activities will make your students aware of their consumer identities and will help them evaluate some of the products and services that are available in the marketplace.

What Is a Consumer?

Anyone who uses a product or a service is a consumer. Children are pleased to learn they have very real consumer identities.

I Am A Consumer

Purpose: To become aware of a consumer identity

Activity: Have children list the steps involved in such daily events as getting dressed, coming to school, eating a meal, going to bed. Ask them to name products or services they use to complete these steps. For example, taking a bath involved a tub, water, soap, a washcloth, a towel, clean clothes — all manufactured or supplied by others. Help children to see that in their everyday actions they are consumers.

Piecing It Together

Purpose: Demonstrate an understanding that many wants are a result of advertising claims

Materials: Several frequently seen magazine or newspaper advertisements pasted on oak tag and, when thoroughly dry, cut into jigsaw pieces; keep each set of pieces in an envelope.

Activity: Let individuals or teams put together the puzzles and learn what products are being advertised. Keep puzzle sets in the classroom learning center.

Cereal Wall

Purpose: Determine their individual consumer values and compare them with those of their peer group and demonstrate an awareness of their values and goals by comparing them with those of their family and community

Materials: Magazines, newspapers, pins.

Activity: Have children locate advertisements for one category of products, such as breakfast cereal. Pin these to the bulletin board.

Discussion: Do the advertisements use similar words? Do they make similar promises? Do they use words the students don't understand? What advice would children give someone about how to decide which product to buy?

Articles by Margaret Opsata reprinted from *Instructor*, February 1980.

Teacher's Notes...

CONFLICT

HOW SHOULD WE ACT?

Purpose: To promote the attitude of accepting responsibility for one's own behavior and to explore some positive solutions to conflict

Using puppets, allow students to role play the following situations and show a good way and a bad way to solve the problem. Follow up each situation with discussion questions.

- Three children want to be first in line.
- Two children want the same crayon.
- There are not enough scissors for all to use at the same time.
- Four children want to play a game that only two can play at the same time.
- Several children need help from the teacher at the same time.
- There are only six swings on the playground but seven children wish to swing.
- Four children wish to play in the sand at the same time.

DISCUSS:

1. What happened in this situation?
2. Who was responsible for what happened?
3. Which ending did you like best? Why?
4. Can you think of a better way to end this story?

To make paper bag puppets divide your students into small groups. Give each group a large grocery bag, a smaller bag, some newspaper and a roll from paper towels. Show students how to crumple the newspaper to stuff the bags. The larger bag should be the body and the smaller bag the head. The paper towel roll is stuck into the body and into the head with the bag openings meeting and being taped or tied to the roll. This will make the head stiff. Facial features, arms and legs may be made from construction paper and glued in place on the bags. Another option is to just make a bag puppet for one hand and have them act it out behind a table or box.

WHY DO THINGS HAPPEN TO YOU?

Purpose: To show that responsible behavior often promotes positive consequences and irresponsible behavior often promotes negative consequences

DISCUSS:

What are some good things that have happened to you? (e.g. won a prize, received a good grade, etc.)

Use the questions below for follow-up discussion.

1. Why did this happen? (show cause and effect)
2. Were you responsible for it happening?
3. How did it make you feel?
4. What were some results? (e.g. was permitted to go to the movie for receiving a good grade)

What are some bad things that have happened to you? (e.g. someone yelled at me, fell off my bike, etc.)

Use the questions below for follow-up discussion.

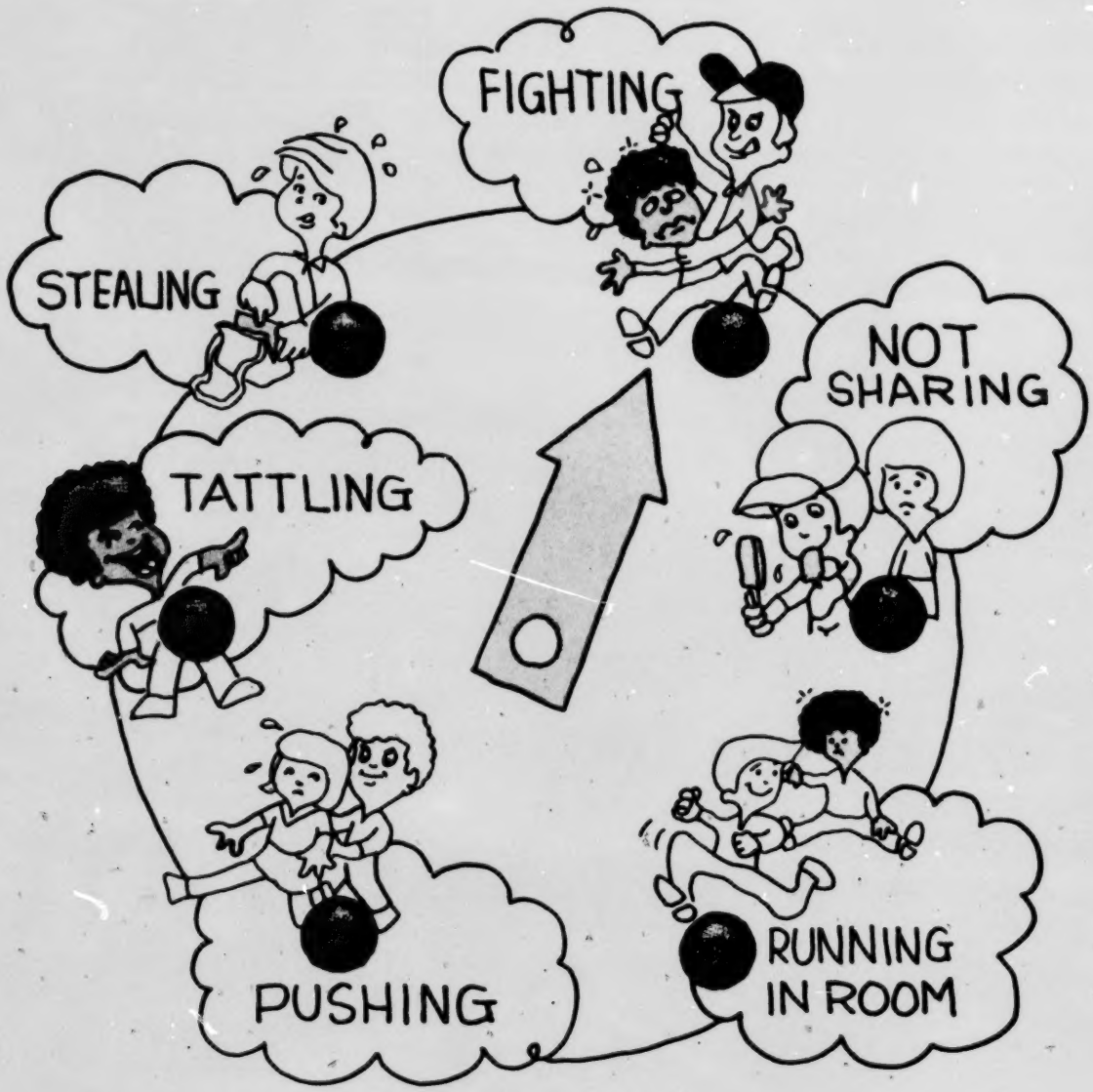
1. Why did this happen? (show cause and effect)
2. Were you responsible for it happening?
3. How could you have prevented it?
4. What will you do the next time to keep it from happening?
5. What were some results? (e.g. running and falling in the hall caused a skinned knee)

18

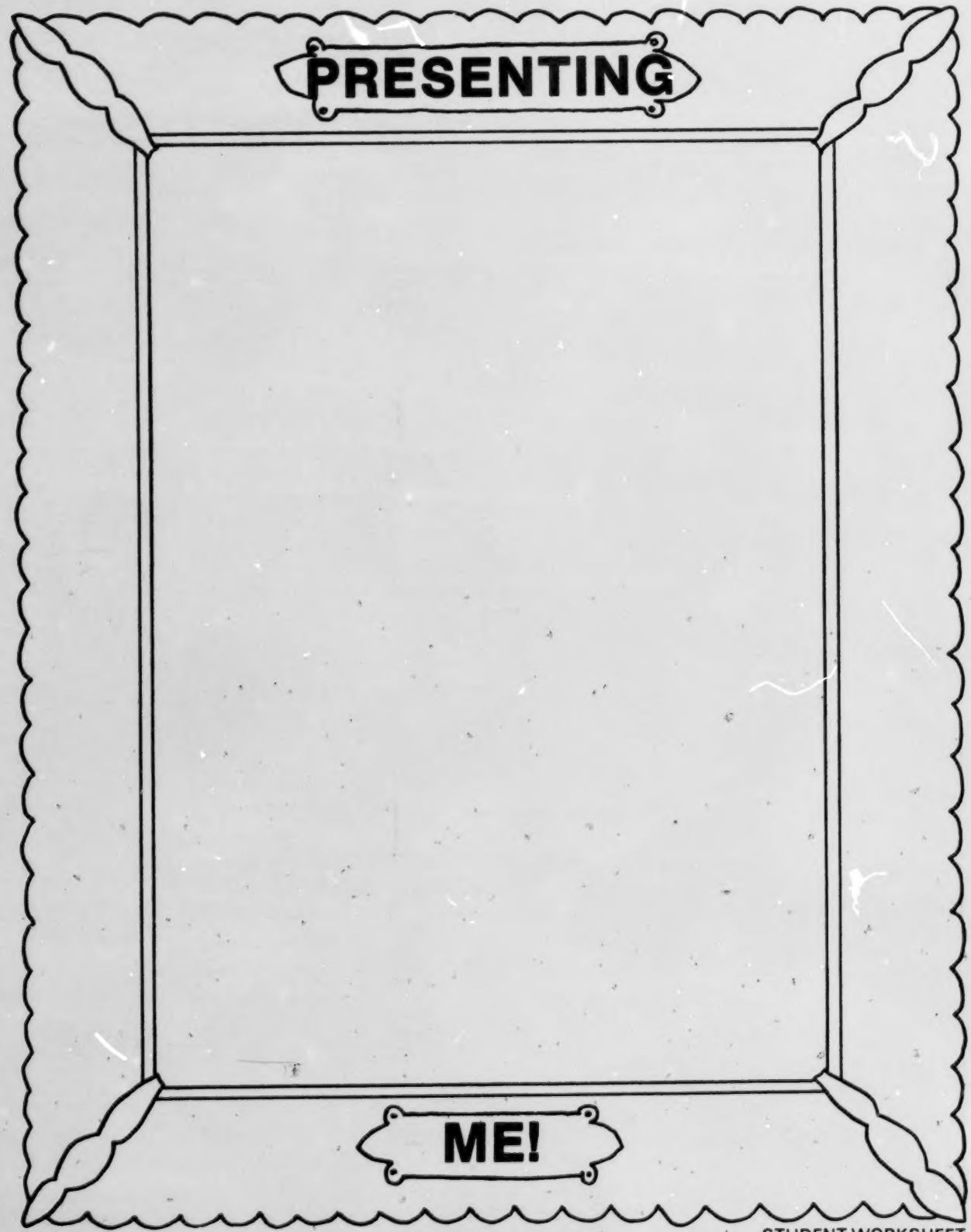
Conflict Wheel

Purpose: Demonstrate an awareness of ways in which unacceptable behavior may produce negative results for the individual and/or the group

Draw a large circle on a piece of tagboard. Cut an arrow out and use a brad to attach it to the middle of the circle. Print different conflicts around the circle as shown below or use pictures if vocabulary is too difficult.



Allow students to take turns spinning the arrow. When the arrow points to a conflict, the student should dramatize it, asking for help from other students if necessary. The group should discuss the consequences. e.g. If someone pushes, what might be the consequences for the one who pushed and the one who was pushed? If someone was running in the room, what might be some consequences?

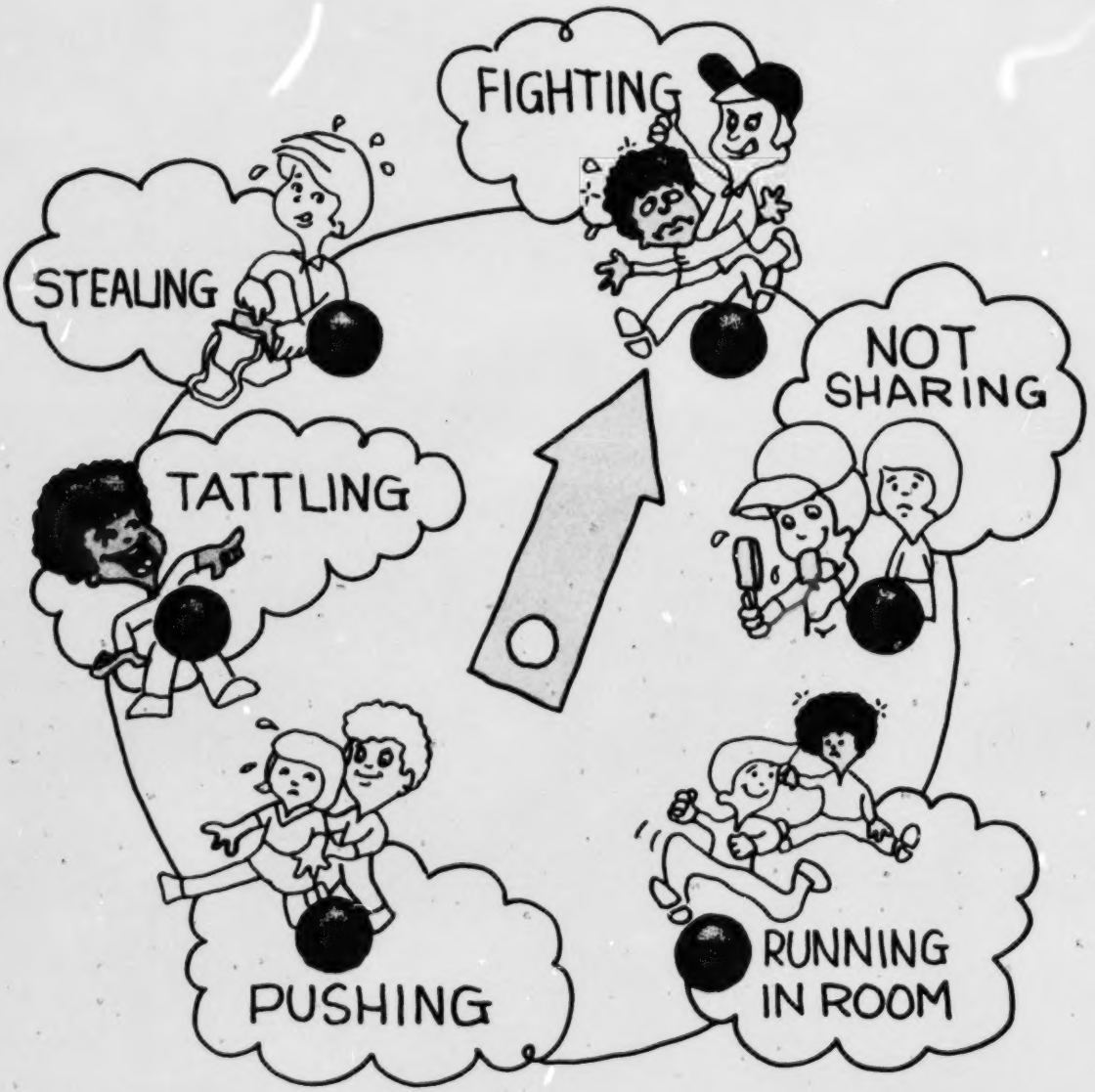


STUDENT WORKSHEET

Conflict Wheel

Purpose: Demonstrate an awareness of ways in which unacceptable behavior may produce negative results for the individual and/or the group

Draw a large circle on a piece of tagboard. Cut an arrow out and use a brad to attach it to the middle of the circle. Print different conflicts around the circle as shown below or use pictures if vocabulary is too difficult.



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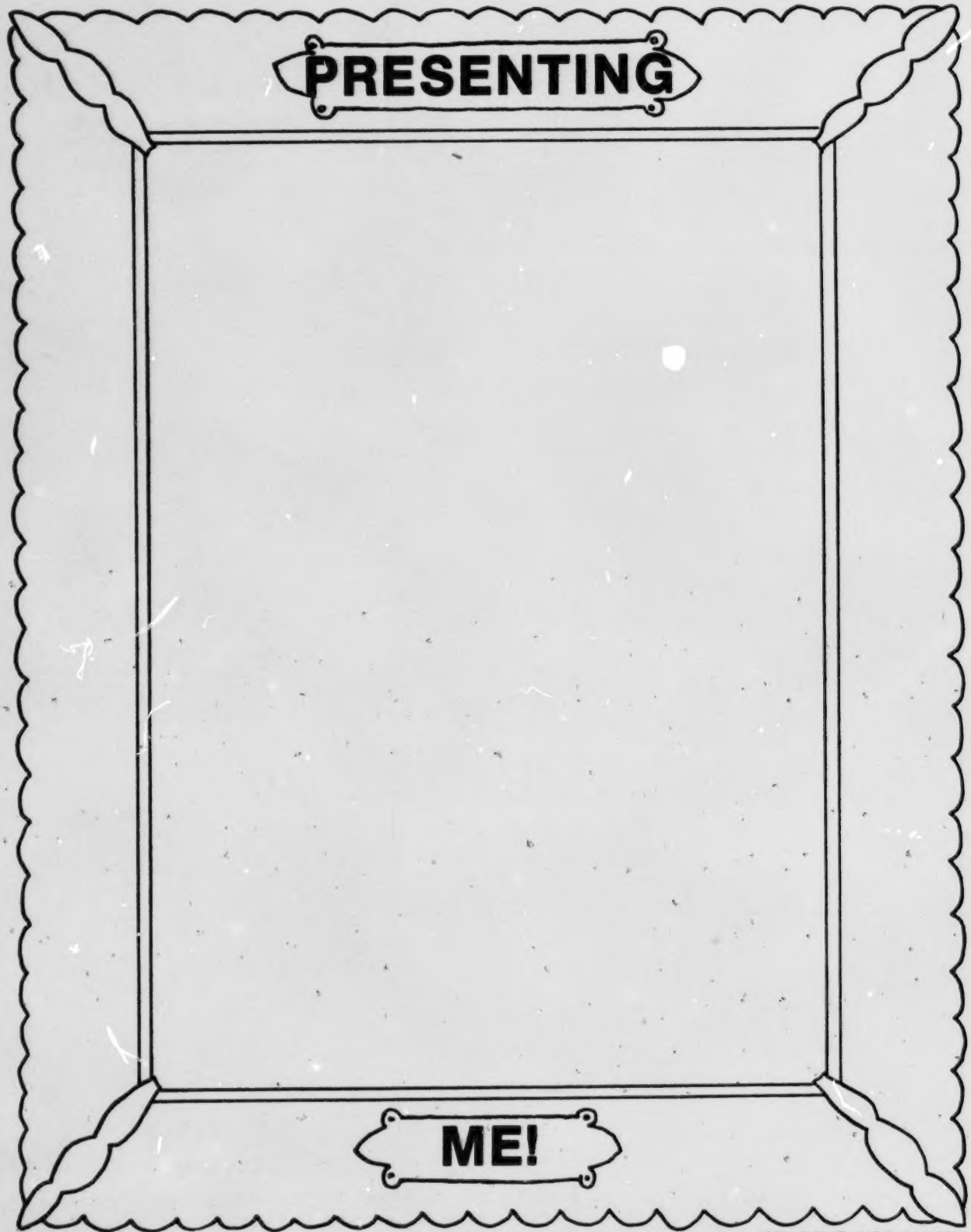


STUDENT WORKSHEET

Dear Parents,

At school we shall be concentrating on the concept of responsibility. Because we believe that the project will be more effective with your cooperation, we are hoping you will emphasize the importance of assuming responsibility at home.

If you have not already done so, perhaps you and your child can decide on some suitable tasks which can be accomplished entirely by the child- e.g. feed the family pet, straighten room, etc.

We are enclosing a chart which we would like you and your child to use at home. Help your child fill in the particular chores for which he is responsible. Check them each day as tasks are completed. Please sign and return to your child's teacher at the end of a week.

Thank you very much for your cooperation.

Sincerely yours,

_____

I know what this letter is about. I would like you to help me.

_____

Student's signature

JETS
JUSTICE EDUCATION TEACHING STRATEGIES

Home Responsibility Chart

DAYS OF THE WEEK	DUTY 1 DESCRIBE:	DUTY 2 DESCRIBE:	DUTY 3 DESCRIBE:
SUNDAY			
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			

STUDENT'S SIGNATURE

PARENT'S SIGNATURE

UNIT II
Understanding Society

PURPOSE:

Rules, laws, and authority are essential for the establishment and maintenance of order. Compliance with rules, laws, and authority is often difficult because individuals perceive them as restrictions rather than means to safety and harmony. In this unit, emphasis is placed on understanding the necessity for rules, laws, and authority in order to promote more positive attitudes toward them. Better attitudes lead to greater acceptance and more willing compliance to reasonable rules, laws, and authority.

OBJECTIVES:

- The student will be able to give two reasons why rules are important.
- The student will be able to understand the meaning of authority.

RULES

WHY RULES (story and discussion) *
THE MAKING OF LAWS (filmstrip discussion)
RULES IN GAMES AND SOCIETY (game)
ALL ABOUT RULES (inquiry)
Walking Safely (discussion)
Sing a Song of Safety (song)
Traffic Lights (inquiry and songs)
Beanbag Traffic Light (game)

AUTHORITY

AUTHORITY PICTURES (discrimination)
HOW MANY (identification)*
FIND THE CONSONANT (recognition)*

*STUDENT WORKSHEET Provided

RULES

WHY RULES?

Purpose: Rules are necessary for safe and orderly interaction among people, but excessive controls are harmful to individual rights. Although individuals may have different needs, opinions, etc. and individuals differ, one individual's behavior must not interfere with another's rights.

Time: 3 class periods

Materials: Teacher-made flannel board cut outs for characters, Shiver, Gobble, Snore and King patterns. Characters from the book Shiver, Gobble, and Snore, Marie Winn (Simon and Schuster, Inc., 1972), flannel board or filmstrip and record "Why we have Laws: Shiver, Gobble and Snore," Produced by Learning Corporation of America. Paper or copies of characters to distribute to class, crayons, scissors.

Content: After hearing the story (dramatized with flannel board cut outs) or viewing the filmstrip with record (using the stop action technique) the students are led by the teacher through a question and answer period in an attempt to have them tell that rules are necessary to protect the rights of the individual and to help them to understand the need for rules when people are living, working, or playing together. This "talk" time helps them begin to see that when one person (the king) makes all of the rules and does not have to obey any of them, the rules may be excessive and harmful to another's rights: The coloring activity helps the student relate to one of the characters and helps the student give a rule that is good from just that one individual's viewpoint (Shiver, Gobble, Snore, etc.). By discussing opposing points of view the students begin to see

that one individual's behavior must not interfere with another's rights. The conclusion of the story enables the students to see how their rules and solutions compare with that of the author.

Objectives: At the end of this lesson the students should be able to:

1. Recognize results of excessive, one-sided rules.
2. Recognize what might happen if there were no rules.
3. State that rules are necessary and why.
4. Be able to discuss something from another's point of view (the characters in the story).

Procedures: DAY ONE:

A. Using a flannel board and the cut outs (or the film or filmstrips and record) the teacher tells the story of "Shiver, Gobble and Snore. Why We have Laws." (Cutouts pages 26-30)

   "Once upon a time there was a funny king who made silly rules. In his kingdom were three unhappy subjects: Shiver, who was always cold, Gobble, who was always hungry, and Snore. Can you guess what he liked to do? . . . etc."

B. The teacher pauses during the story at certain places (these may be good breaking points after the question-answer parts).

Pause.

1. As the three unhappy friends leave the king's land. Ask open-ended questions to encourage discussion of how excessive rules that do not apply to all are harmful to the rights of others.
   a. Suggested questions:
      1) What are rules?
      2) Who made the rules in the kingdom?
      3) Who had to obey the rules? Who did not have to obey the rules? or
      4) Did the rules make sense or were they foolish? Why? Was there reason for them?
      5) Did all the people want to obey the rules? Why or Why not.
      6) What did they decide to do? What else might they have done? What would you do?
   b. Other questions may be found in the activities that accompany the book or on the cover of the record case that comes with the filmstrip.
2. After the three friends are settled in their new land (with no rules) and the disputes have developed. (Be sure to stop before final solution.) The teacher divides the class into groups by letting children go to four areas to color pictures of the characters in the story. (This will put about five students in each group.)
   a. Three groups may work on pictures of the characters they "liked best." These pictures may be reproductions of the attached outlined drawings which the children cut out after they have colored or they may be their own creative interpretations of the characters.
   b. The teacher guides each group in discussing why rules are needed and what rules their particular character would like. These might be printed on the bottom of each child's paper as he states a rule desirable from the point of view of his character.

DAY TWO:

A. Groups come back together to talk about the rules they have made. The class discusses opposing points of view to guide children to see that one individual's behavior must not interfere with another's rights. (Students can dramatize situations with their cut outs.)

B. The teacher tells (or shows) the conclusion of the story and the solution that the three friends came up with. The students see (and discuss) how their solutions compare with those of the author.

Evaluation: Students discuss:

1. What have we learned today about rules? (Must be for good of all, etc.)
2. Can you think of any places you follow rules? (home, school, street — stop for red light, don't litter, etc.)
3. Do we need rules? Why? State difficulties that might arise if there were no rules.

Assignment:

1. Children use their cut outs to "tell" a story; the versions may differ.
2. Children paste their characters on cardboard or they make puppets.
3. Child listens to the story which the teacher has put on tape; Let's Be Friends, Bernice Bryant (Children's Press, 1947).

THE MAKING OF LAWS

Purpose: To instill an understanding of the reasons laws are made and why consequences result when laws are broken

Time: 2 periods

Materials: Tree House (Foundations of Justice Kit), Filmstrip from kit for motivation, Random House picture kit, chart paper to write rules, manila drawing paper.

Content: The class views a filmstrip and/or pictures and realize that rules are needed to protect the rights of individuals. The students make school rules and state the reasons why each rule is necessary. Then they decide on the consequences of breaking these rules. Children then draw pictures or role play situations in which the rules are needed.

Objectives: At the end of this lesson, the students should be able to:

1. State the reasons why rules are necessary.
2. Formulate fair rules for the classroom.
3. Formulate reasonable consequences for breaking the rule.

4. The child will be able to illustrate or role play situations in which the rule is necessary.

Procedure: DAY ONE:

1. The teacher shows the filmstrip and guides the discussion of "The Tree House," Foundation of Justice Kit.
2. Children role play situations in which rules are needed (ex. children crowding around the water fountain, fighting on the playground).
3. Children suggest, discuss, and vote on classroom rules and the consequences of breaking them. They then make a mobile of two-sided drawings showing rule and consequence.

DAY TWO:

After a review of Day One, children illustrate (perhaps in cartoon form), situations in which rules are needed.

Evaluation: The teacher observes whether children abide by rules and accept the consequences. Rules are subject to review and modifications are made by the class when necessary.

RULES IN GAMES AND SOCIETY

Purpose: Children will recognize the parallel necessity of rules in a game, on a highway, and in a classroom

Time: 4 class periods

Materials: Paper clips, pencils, blocks, jacks, orange juice can, bean bag, hat, 3 pictures — volleyball game, classroom, highway

Content: Children meet given situations that need rules that are not already stated. The students will find it necessary to decide on rules in order to play the game. The students identify reasons for the rules for the game. They are asked if any conflicts arose while making the rules.

Objectives: At the end of this lesson, students should be able to:

1. Identify three reasons for having rules.
2. Identify three problems in creating rules.
3. Relate the rules for games with the rules for other situations (volleyball, highway, classroom).

Procedures: DAY ONE:

1. The teacher gives the child a paper clip.
2. Each child is asked to take out two pencils.
3. The teacher explains that he is going to play a game using the above items and gives the rules for the game:
   a. Desk is to be clear except for two pencils as shown.
   b. Using his middle finger and the thumb, the child is to 'flick' the paper clip and have it land between the channel formed by the pencils. Each correct shot equals one point.
   c. Each child is given ten tries.
   d. Those children with the most points win.
4. Each child plays the game, and a play-off declares the class champion.

DAY TWO:

1. The teacher divides the class into five groups and explains that each group will be given one of five objects: block, juice can, jacks, bean bag, or hat.
2. The teacher explains that they are to create a game their group can play. The game must be played indoors.
3. A time limit is put on the activity.
4. When time is up, the teacher asks the following questions:
   a. What took place when you started to invent the game?
   b. Did you have any problems? Why?
   c. Who made up the rules?
   d. Did you share the decisions?
   e. Were rules necessary? Why?
5. The students share the games and demonstrate.

DAY THREE:

The children review what occurred the previous day. The teacher asks the following questions:

a. Why were rules important for the game?
b. Where else do we need rules?
c. What difficulties would arise if we had no rules?

Evaluation: The class looks at pictures of a volleyball game, a classroom and a highway. The class states:

1. Reasons why rules are important in each situation.
2. Difficulties that would arise if there were no rules.

*Be sure the students understand that even though the light is green they should look both ways before crossing a street. Have the children draw their own safety light using red, yellow and green circles. Have them write in the safety words.

ALL ABOUT RULES

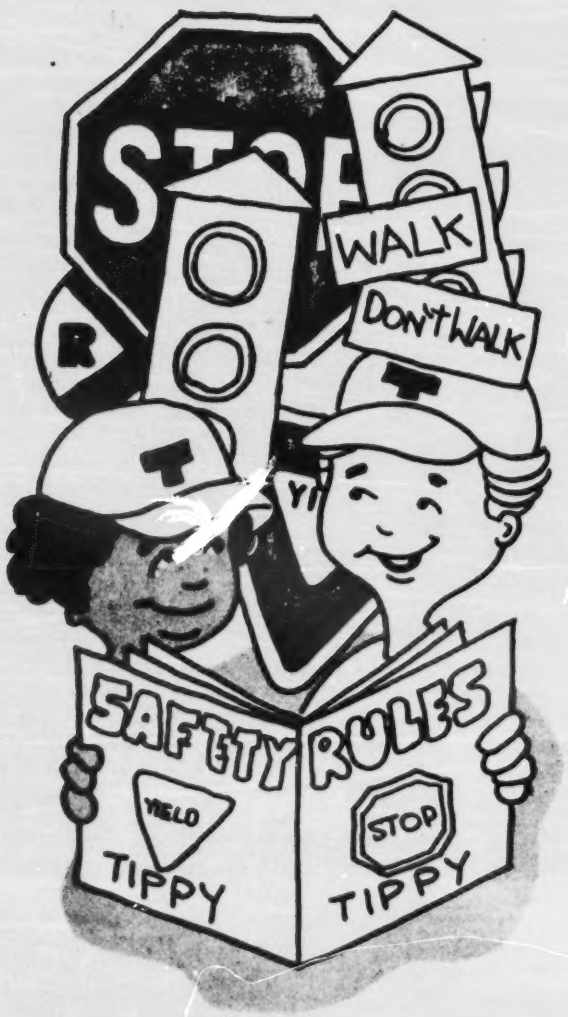
Purpose: Identify rules followed in school, home, play, etc.

DISCUSS:

1. Has anyone heard the word "rule"?
   Allow the students to respond with their own ideas of what the word "rule" means.
2. What is a rule?
   — A rule is a guide. It helps us to do something the right way.
   RULE: something written or said that tells us how to act.
3. Where are rules?
   — Rules are everywhere (home, school, community) and are for everyone to follow.
4. What types of rules are there?
   — There are all types of rules. In school we have rules to help us solve arithmetic problems, to read and to spell. Mother cooks by rules called recipes. There are rules for good behavior, and there are rules that protect us

(keep us safe) and help us to be good citizens.

5. Why do we need rules?
   - We need rules because they protect us and are important. There are certain things that we must not do and other things that we must do if we are to live and get along together in communities. Some of the most important rules for happy living are those that help protect our families, friends, and neighbors.
6. Who makes rules?
   - Rules are made by older people such as: parents, teachers, principals and babysitters. Everyone can help make rules.
7. Why should we follow rules?
   - If rules are broken, it may be dangerous or unsafe to ourselves and others. If a rule is broken, the person who breaks the rule will be punished.



Following this discussion, let the students help develop a list of rules for the classroom. Discuss why these rules are important. These rules may be illustrated and placed around the room for reinforcement.

- On other days, develop playground, cafeteria, bus, library, bathroom and hall rules.

- Invite a school bus driver to come to your class and discuss major problems, concerns and rules.

Invite the principal to come in to talk about important school rules.

Walking Safely

Purpose: To review certain safety rules

DISCUSS:

What rules should we obey while walking?

- Obey all traffic signs and signals.
  NOTE: Students may be confused as to whether to observe the pedestrian light or vehicle light when both lights are present. When both lights are present, use pedestrian light. Be sure to demonstrate either by taking them to real lights or by using models.
- Always walk on the left side of the street facing traffic when there are no sidewalks.
- Check the traffic in both directions and watch for turning cars before crossing the street.
- Cross streets only at corners or where crossing guards tell you.
- Walk with a friend or buddy when possible.
- Do not walk or play outside after dark.
- Do not play in deserted or out of the way places, such as deserted (empty) laundry rooms, storerooms, etc.
- Do not take shortcuts through dark alleys, deserted lots or buildings.
- Do not play at construction sites.

Invite a school crossing guard to visit your room and talk about good safety rules to follow while crossing the street.

Sing a Song of Safety

Purpose: To reinforce the workings of a traffic light

(Sing to the Tune of "Sing a Song of Sixpence.")
Sing a song of safety
As you walk to school.
Watching all the traffic,
Following every rule.

When you reach the corner,
Stop to watch the light.
*When the color turns to green,
To walk is now all right.

*Be sure the students understand that even though the light is green they should look both ways before crossing a street.

Have the children draw their own safety light using red, yellow and green circles. Have them write in the safety words.

Traffic Lights

Purpose: To familiarize students with traffic light rules

Following a discussion on rules, ask the students:
— What does a traffic light tell us to do when we are walking?
— What happens if we do not obey the traffic lights?
— Are traffic lights for our safety?

Three Bright Lights
(To the tune of "Three Blind Mice")

Three Bright Lights
Three Bright Lights
Please do not run
Please do not run
The Red means STOP
The Yellow — take care
Now walk across when
the Green is there
They shine each day to
make us take care
Those three bright lights!
Those three bright lights!

After the song is learned, have the class sing and add a clap after the phrase, "Three Bright Lights" (clap) after each time it occurs. Next, clap once on the word Red, twice on the word Yellow, and once on the word Green. After the students have learned this action, select three students to stand in front of the class and represent RED, YELLOW, GREEN. Give them rhythm instruments, or class improvisation of rhythm instruments, and have them play their instruments in the places previously clapped, while the class sings the song. Children can even make motions to the song or show the circle colors while singing it.

TRAFFIC LIGHTS
(To the tune of "Jingle Bells")

Traffic Lights, traffic lights,
Twinkle o'er the way
Oh, what fun it is to cross
With the traffic lights each day.

Traffic lights, traffic lights
Your colors we obey
When they change from green to red
Like leaves on an autumn day.

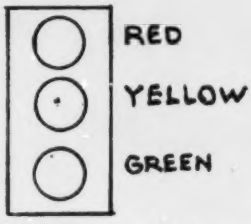
Speak the two verses in rhythm. After this is learned, speak and clap on each syllable:

"TRAFFIC LIGHTS, TRAFFIC LIGHTS, RED, YELLOW, GREEN"

Beanbag Traffic Light

Purpose: To familiarize students with traffic light rules

Tape three colored hoops on the floor in sequence of a traffic light.

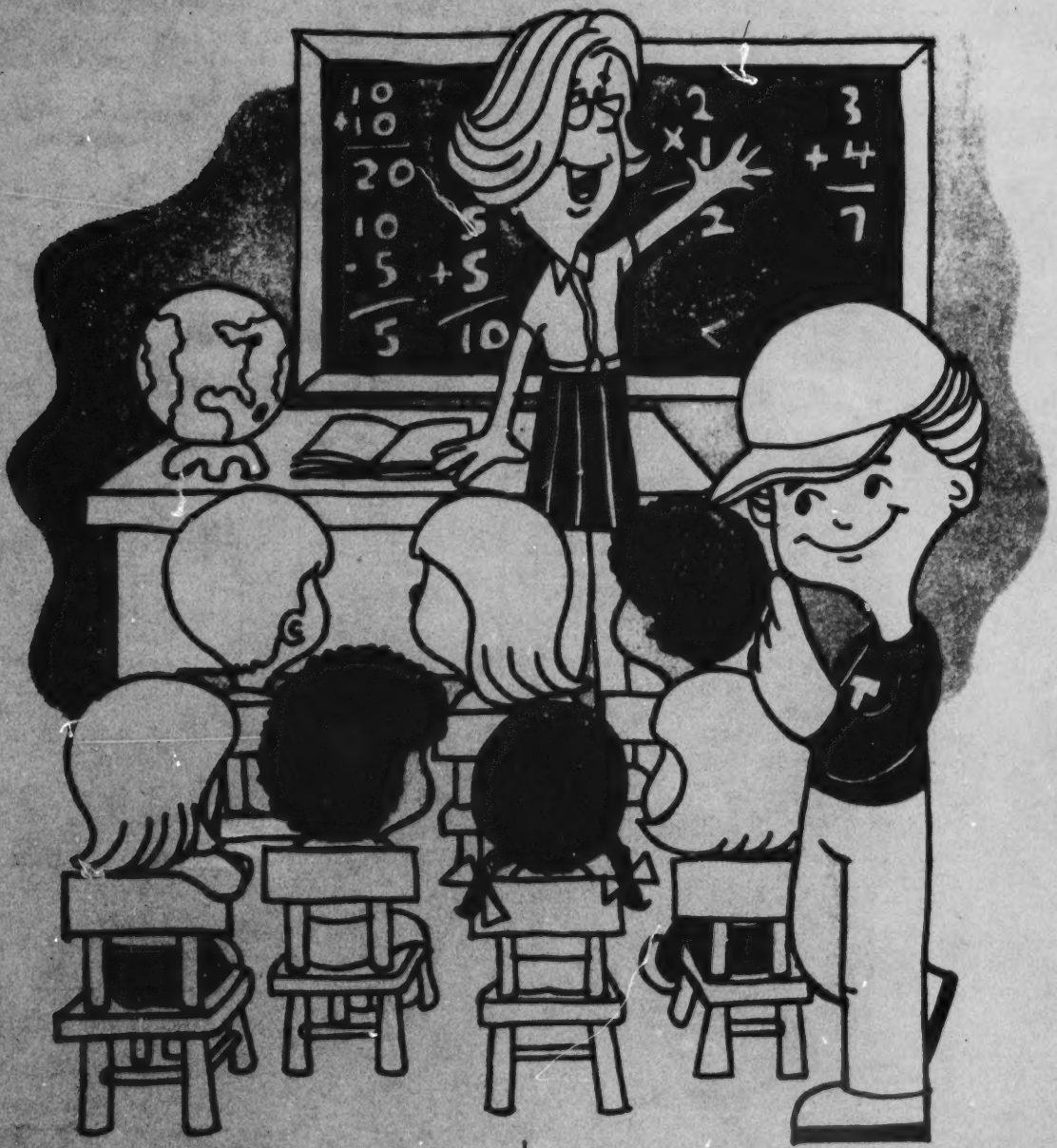


Have students take turns throwing a beanbag into the cirlces, beginning with red. As the student throws the beanbag, have him/her say the following rhyme:

RED Says STOP (throw in red)
YELLOW Says SLOW (throw in yellow)
GET READY NOW
Because GREEN Says GO! (throw in green)

Another game which may be played is "Red Light — Green Light." Have students line up side by side. One student is the caller and stands some distance away with his/her back to the other students. When he or she calls "green light" the students may run toward the caller. When the caller calls "red light" he/she may turn quickly around and try to catch the runners. Any student caught still moving must go to a designated area as if going to a garage to get fixed. The student reaching the caller first becomes the next caller and the game is begun again with the garage cars coming back.

AUTHORITY



AUTHORITY PICTURES

Purpose: Determine the meaning and importance of legitimate authority

DISCUSS:

1. What does it mean when someone is in authority?
   AUTHORITY: being the boss, the leader; able to tell others what to do, people who help others.
2. Who is in authority in our classroom?
   — teacher
3. Who is in authority at home?
   — parents, grandmother, babysitter
4. Who is in authority on the school bus?
   — driver
5. Who is in authority at school?
   — principal, janitor, cooks, teachers

Collect pictures depicting different authority situations, e.g. parent/child, different aged children, children/pets, game situations (referee, umpire, captain), traffic signals, animal families, school situations such as child/teacher, teacher/principal. Make sure situations are included where students of your particular age group are the authority figures such as leading in a game or helping someone else.

DISCUSS:

1. Who is the authority figure in each situation?
2. What might happen if no one were in authority?
3. How does the person feel who is not in authority? Why?

With your students, make a list of the authority figures in your school. Divide the class into groups of four or five students. Give each group a large sheet of heavy wrapping paper. Each group selects an authority figure to draw. One student lies on his back, on the paper, and is traced. Then the group colors the figure to make a life-like representation of their authority figure (teacher, policeman, etc.). Groups should share their figures with the class and talk about the kind of authority they have. Hang the figures in the hall with the caption - WHO'S IN CHARGE?

Authority figure puppets can be made for the activity above by using paper plates as the head and cloth as the body. A cardboard strip may be stapled to the back of the plate for a handle.

HOW MANY?
(STUDENT WORKSHEET Page 31)

Purpose: To familiarize students with law-related objects

Read Policeman Small by Lois Lenski first.

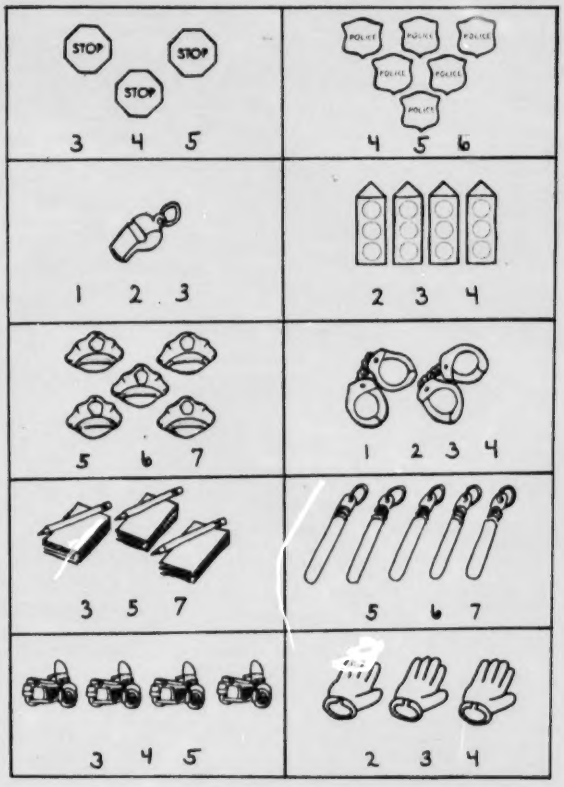
Distribute the worksheet and have students circle the correct numeral to show the number of objects in each box.

Following the completion of the worksheet, play a pointing game as you call out the name of the object.

1. Who is the authority figure in each situation?
2. What might happen if no one were in authority?
3. How does the person feel who is not in authority? Why?

HOW MANY

name _____



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FIND THE CONSONANT

(STUDENT WORKSHEET Page 32)

Purpose: To become familiar with law-related articles

Distribute worksheets to each student. Review the names of each object with your students. Discuss how a police officer uses these in his/her job. Have students circle the correct consonant for the beginning sound of each object.

FIND THE CONSONANT

name _____

k m n	b f d	s k t	m w n
g r q	g h f	s n p	n h m
e a u	f h l	c d b	w m t
f h d	m p o	c m b	t c g

Teacher's Notes...

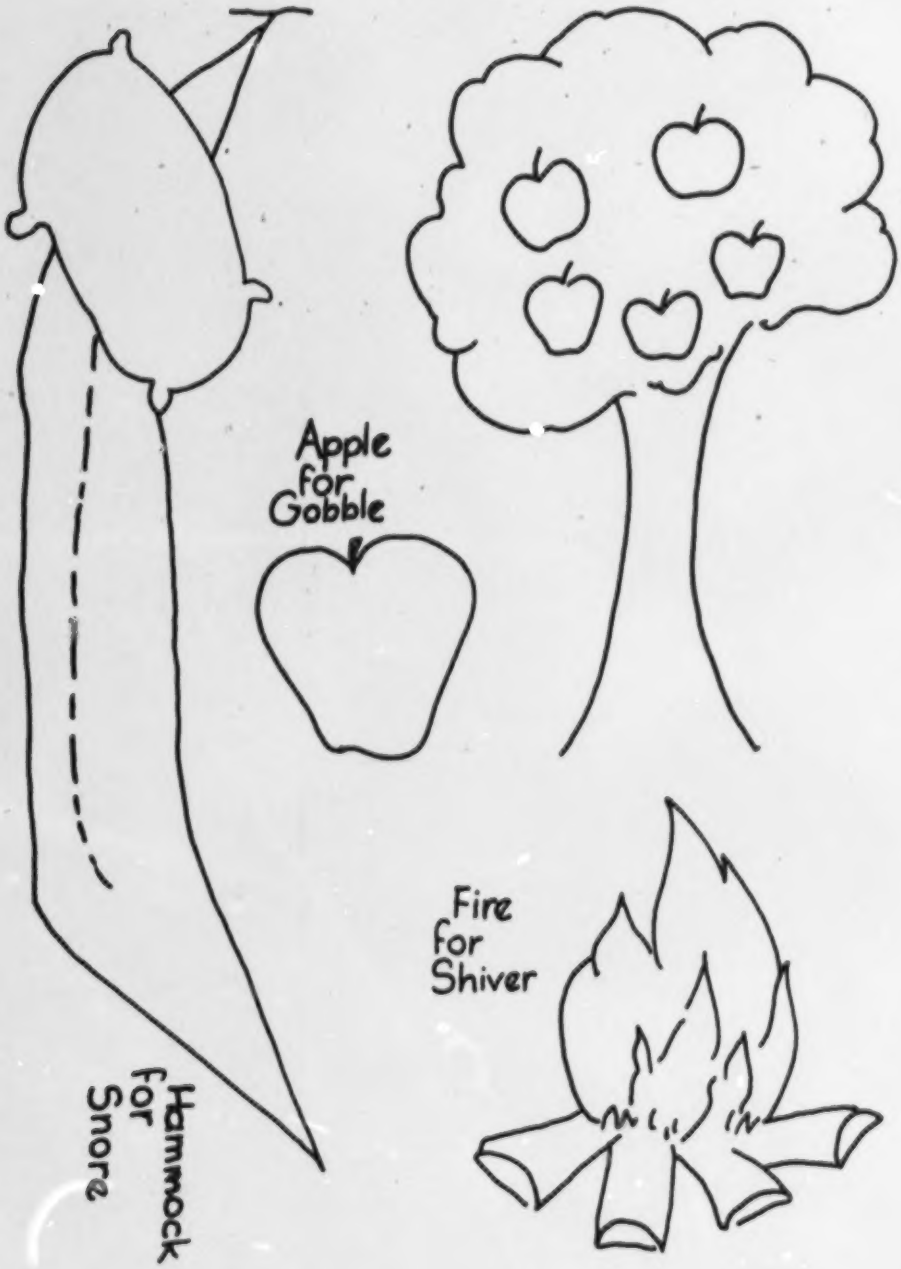
Snore

Shiver

Gobble

The King

Additional Props for Flannel Board Story



HOW MANY

name _____

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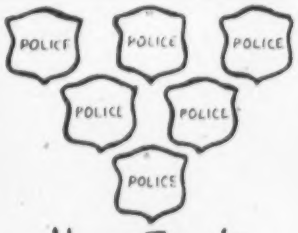

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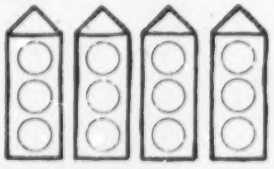

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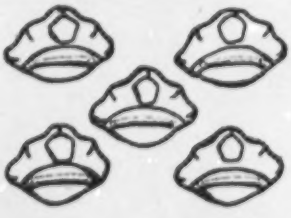

5 6 7

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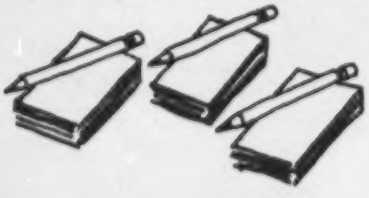
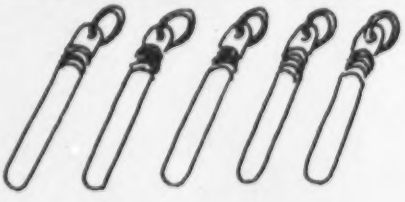


3 5 7



5 6 7

3 4 5

2 3 4

STUDENT WORKSHEET

FIND THE CONSONANT

name _____

k m n	b f d	s k t	m w n
g r q	g h f	s n p	n h m
e a u	f h l	c d b	w m t
f h d	m p o	c m b	t c g

UNIT III

Understanding Safety and Crime Prevention

PURPOSE:

Every citizen has a responsibility to take protective measures against criminal activity. One way to reduce victimization is through the concept of crime prevention. CRIME PREVENTION is an attitude which manifests itself when students and other accept greater responsibility to become less vulnerable to crime.

This unit helps students learn simple and safe procedures (protective strategies) for home, school and community.

OBJECTIVES:

- The student will be able to identify two stranger categories.
- The student will be able to make an emergency telephone call.

PROTECTIVE STRATEGIES

STRANGER DANGER (teacher information)
LET'S TALK ABOUT STRANGERS (discussion)
WHAT WOULD YOU DO IF . . . ? (critical thinking)
Safety Rhymes (memorizing)
Lost Child (describing)
Buddy System (discussion)
DIALING FOR HELP (telephoning)
Uses of the Telephone (telephoning)
Number Please! (art)*
LOCK IT UP (cut and paste)*
Story Presentation (critical thinking)
Be Careful Club (motivation)
CHILD ABUSE AND NEGLECT (teacher information)
REDUCING VANDALISM (teacher information)
SUBSTANCE ABUSE (discussion)
ALCOHOL (discussion and art)

*STUDENT WORKSHEET Provided

PROTECTIVE STRATEGIES

STRANGER DANGER
Teacher Information

Purpose: To provide the teacher with background information related to youth and stranger involvement

Students should develop caution where strangers are concerned. Each student needs to know the basic signs of danger as well as techniques for dealing with situations encountered when alone. The definition of just who is a stranger may be approached through discussing who is not a stranger (immediate relatives, friends of the family and certain people in authority such as police, teachers, clergy, fire fighters, nurses, storekeepers, etc.). **Students should be made aware that many strangers are kind and need not be feared.** However, there are some strangers who act friendly, but who really intend to do harm. Students should be helped to feel confident that there is a way to deal with situations involving strangers. The teacher should try to clarify that students have no obligation to comply with requests from strangers other than those identified by their parents and teachers or persons recognized by uniforms as community helpers. The following concepts are important and appropriate for young students.

1. Most strangers act friendly, but there are some who are not our friends. Even adults cannot always tell friendly strangers from other strangers.
2. We should stay away from strangers until they are approved by our parent or teacher, a trusted authority, or whoever is in charge of us.
3. Friendly strangers offering gifts or candy are not to be considered as friends. Student's first reaction should be to leave the scene and go to a safe place. They should tell the nearest authority (teacher, friend, parent, police officer or babysitter).
4. Never accept rides from strangers, go near or get into their car for any reason. It is necessary that students learn to distinguish between rides offered by strangers, no matter how friendly.
   a. Refuse the ride, get away from the car and continue on your way.
   b. If the stranger keeps following, run or walk in the opposite direction of the car. The car cannot reverse direction easily.
   c. If still followed, run and yell to attract attention.
   d. Find a busy store or a house where someone you know lives.
   e. Later, with a friendly adult to help, report any such persistent follower to the police.
5. Students should never stop to speak to strangers even if they ask for directions. Discuss where students can find emergency help on the way to school with special reference to the immediate area. Encourage students to walk with a friend, but to take suitable precautions when walking alone. It should be emphasized that students should never get so near a stranger that they can be touched by them.
6. Students should know full name and address but never give them to a stranger. Students should understand that if they are lost and cannot find their way home, they need to look for help. The teacher should emphasize the kinds of people to look for in different situations when lost.
7. Students should always play or walk where they can be seen by other people or the person in charge. If possible, the student's route to school should not lead past abandoned buildings, woods or through vacant lots where they are cut off from public view. If such hazards are unavoidable, students should be encouraged to walk with friends and not to loiter. Shortcuts should be discouraged.
8. Never allow a stranger into your house. Students should be instructed if a stranger knocks on their door, they should not open the door, but run and get an adult or an older brother or sister to answer the door for them.
9. Always when in doubt, ***Better Ask***

NATIONAL CHILD SAFETY COUNCIL

The National Child Safety Council has prepared pamphlets appropriate for all ages of children on dealing with strangers. Check your local phone directory or call your local law enforcement agency to obtain the phone number or name of the NCSC representative in your area. You may also write to:

NATIONAL CHILD SAFETY COUNCIL
3146 Francis Street
Jackson, Michigan 49203

LET'S TALK ABOUT STRANGERS

Purpose: To review knowledge about strangers

Ask your students to name some people they know.

- immediate relatives
- friends of the family
- classmates
- certain people in authority such as: police officers, teachers, clergy, fire fighters, nurses, storekeepers, etc,

Tell them these are not strangers.

DISCUSS:

1. Who are strangers?
   STRANGER: someone we do not know
   - a person you have never met before
   - a person whom you may see often, but do not know anything about e.g. ice cream man
   - a person whose name and address you do not know
   - a person your parents or teachers do not know
2. Are all strangers our friends?
   - no
3. Can we tell by the way a stranger acts or looks if he/she is our friend?
   - no
4. What should we do if a stranger comes up to us?
   - Do not talk to strangers.
   - Do not go near a stranger.
   - Do not accept gifts or rides from strangers.
   - Do not let a stranger into your home.
   - If a stranger wants to play with you, leave and go to a friendly adult.

- Never go into an empty room, building or strange house with a stranger.

5. What should you do, or where should you go, if a stranger bothers you?
   - Go where there are friendly adults.
   - If you are at school, go to your teacher or principal.
   - Run home or to a friend's house.
   - Go into a store and tell a clerk.
   - If a stranger is in a car, turn around and go in the opposite direction.
   - Run and yell as loud as you can. Attract attention by yelling "fire."
   - When you are in a safe place, find a friendly adult to help you report to the police. Try to remember as much as you can about the stranger.
   - Always be sure to tell your parents if a stranger bothers you.

— Students could draw pictures depicting rules for dealing with strangers and compile them into a "Stranger Danger" book. Pictures could be judged as a poster contest.

— Students could print rules for dealing with strangers on tagboard and place them around the school or have them announced on the P.A. system — "Tip for the day."

Filmstrips: Careful with Strangers Series
Shortcut to Trouble — 14 min.
On the Alert — 14 min.
Sizing Up Strangers — 10 min.

WHAT WOULD YOU DO IF...?

Purpose: To reinforce responsible behavior in dealing with strangers

After reviewing the guide lines from the previous activity, have students in groups of two role play the following situations:

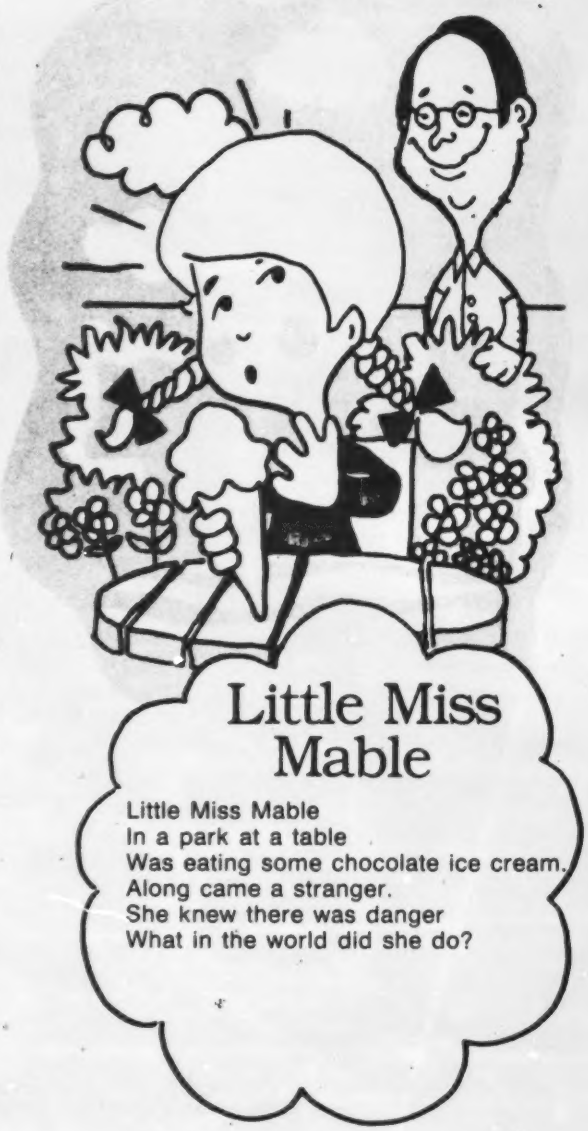
- A stranger asks you to get into a car.
- A stranger knocks on your door and you are alone.
- A stranger offers you candy or gifts.
- A stranger wants you to come into a house.
- A stranger says, "Your mother sent me to pick you up."
- A stranger bothers you in the movies.

In some of these situations have the stranger be a community helper.

Safety Rhymes

Purpose: To reinforce concept of stranger danger

Read or have your students memorize the following rhymes.


Little Miss Mable
Little Miss Mable
In a park at a table
Was eating some chocolate ice cream.
Along came a stranger.
She knew there was danger
What in the world did she do?

Down To The Corner

(may be sung to the tune of "Over the River and Through the Woods)

Down to the corner and across the street
To a good friend's house to play
That shortcut you know
Is dangerous to go
On the sidewalk you should stay.

Down to the corner and across the street
To buy a chocolate shake
With strangers today
You must not play
And gifts from them don't take.

Lost Child

Purpose: To develop the ability to describe individuals

Seat students in a circle or in a way all students can see each other. The teacher pretends she is a mother and calls one of the students pretending the student is a policeman. (Use play phones.) The "policeman" answers the "mother's " call. The "mother" reports that her child is lost and asks for help. The "policeman" asks the "mother" to describe the lost child. The "mother" chooses another student and without naming describes the student (clothes, hair, shoes, etc.). The "policeman" looks around the room and identifies the lost child. The "policeman" takes the child to the "mother." After students have learned the game well, a student may play the part of the "mother." To make the game more complicated "lose" several children (or articles) at the same time.

Buddy System

Purpose: To emphasize that "two together is a safe way to play"

Discuss all the positive uses of the buddy system: at the beach, at the show, at the shopping center, walking to and from school, church, scouts, etc. Stress that the buddy system is an absolute necessity when going on door-to-door projects, such as cookie sales, collecting donations, or for Halloween "trick or treat." Be sure students understand that the buddy system does not mean that "buddies" can go with a stranger. Stress that by ones or twos, the rule is still "*if you don't know, don't go.*" "*Better Ask!*" Students should be encouraged to play with a friend. *Two together is the safe way to play.*

Dialing For Help

Purpose: To give practice in emergency telephone use

Uses of the Telephone

DISCUSS:

Do you know how to ask for help?

1. Dial "0" or "911" for help.
2. Talk slowly and loud.
3. Tell the operator who you want (police, fire department, etc.)
4. When the operator gets the person you want:
   a. Talk slowly and loud.
   b. Give your name and address.
   c. Tell why you need help.
   d. Listen and do what you are told to do.
   e. Do not hang up until you are told to do so.

Give students an opportunity to practice emergency calling (use real or play phones). **The teacher should play the role of operator and policeman or fireman. Use the following circumstances:**

- You are at home with mother and she falls, gets hurt and can not get up.
- You see smoke filling up your home. (Remind students to leave the house immediately and call from a neighbor's.)
- Suggest other appropriate circumstances. (Permit students to play the role of operator, fireman and policeman after the teacher has gone through several calls.)

Be sure your students understand that telephones are not toys and should be used only with parent's permission or in case of emergency.

Number Please!

Purpose: Identify what a child should do if caught at home alone and the phone rings

Activity:

Role play — A child at home alone. The phone rings. Ask the children what they should do.

Guide the children into a discussion about if the mother isn't home, what rules should they follow.

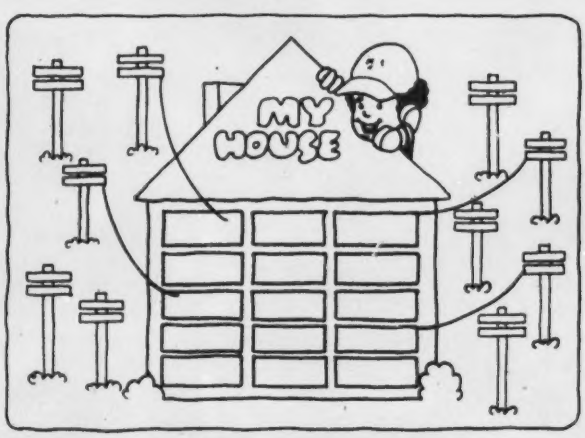
1. Do not answer the telephone.
2. Mother gives a certain time to call.
3. If the child must answer the phone, the child should tell the caller that "Mother can not come to the phone right now, please call later." Never say that no one is home.
4. Mother should leave numbers for emergency purposes.
5. Mother should leave the number where she could be reached.
6. Attempt to have a neighbor close by in case of emergency purposes.

Number Please!

Purpose: To reinforce knowledge of addresses and telephone numbers

Construct a large house on a bulletin board. Place several telephone poles (tissue or paper towel cores) **around the house.**

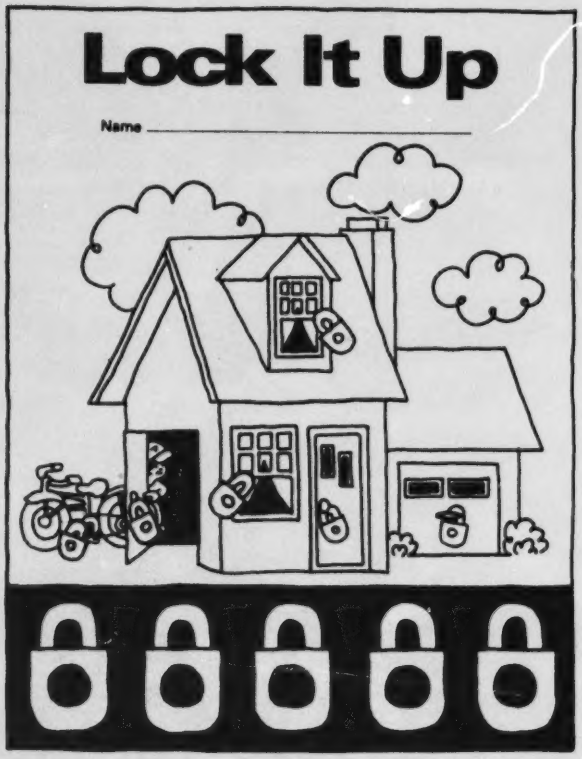
Review student addresses and telephone numbers. As students learn to recite addresses, they may place names and addresses on the house. When they learn their telephone numbers, they may place a telephone line (string or yarn) **from address to a telephone pole.**



When everyone knows their own address and telephone numbers, the children could make their own phone books. This is one way they could keep in touch.

LOCK IT UP
(STUDENT WORKSHEET Page 45)

Purpose: To introduce basic security measures



Obtain a large picture of a house.

DISCUSS:

1. Why do we use locks?
2. Where do you have locks at home? at school?
3. If this picture were your house, show me where you would have locks.

Distribute the worksheet to students. Have students cut out the locks and paste them in the places that need locks.

1. What do we use to lock and unlock locks?
2. Where should we keep the key?
   - Keep your key with you at all times.
   - Never wear keys on the outside of your clothes.
   - Leave a key with your neighbor.
   - If you must leave a key outside, hide it some place so that anyone from the road cannot see you hiding it. (e.g. in the back of the house but not in an obvious place like under the doormat)
3. If you came home alone and found your front door unlocked, what should you do?
   - Do not go in.
   - Go to a neighbor's and call your parent or ask your neighbor to call the police.

Teacher's Notes...

Story Presentation

Purpose: To emphasize safety measures

Have students tell or dramatize one of the following stories or illustrate the story on a flannel board.

a)"Goldilocks and the Three Bears"
b)"Little Red Riding Hood"

After the story has been refreshed in the students' minds, have the students tell what the characters did wrong about protecting their house and themselves.

Goldilocks And The Three Bears

- The three bears should have locked their doors and windows when they went for their walk.
- Goldilocks should not have been playing alone so far away from home.
- Goldilocks should not have entered a stranger's house.
- Goldilocks should not have eaten the strangers' food.
- The three bears should not have gone in the house when they saw someone had been there. They should have gone to a neighbor's house to call the police.
- Goldilocks did the right thing by running away when she woke up and saw the strangers.
- If the neighbors had seen Goldilocks entering the bears' house, they should have reported it to the police.

Little Red Riding Hood

- Little Red Riding Hood should not have walked alone through the woods.
- Little Red Riding Hood should not have talked to the stranger or told him where she was going.
- Grandmother should have had her door locked when she was alone.
- Grandmother should have checked to see who was there before she said, "Come in."
- Little Red Riding Hood should have left as soon as she saw how strange her "grandmother" looked and acted. Then, she should have gotten help.
- Little Red Riding Hood did the right thing when she screamed.
- The woodsman did the right thing when he heard the call for help and went to the rescue.

Adapted: The Child's Keys to Crime Prevention. (Wichita Falls, Texas: Region IX Education Service Center, 1975) p. 171.

Be Careful Club

Purpose: Identify examples of personal actions that may be rewarded

Organize a "Be Careful Club." Ask students to report classmates whom they have seen following a safety rule carefully. Make a chart titled, "Club Members Who Make Us Proud." When a student's name has been put on the chart, list the reason for this honor after the name. The badge below may be reproduced and used as a reward for each new club member.

CHILD ABUSE AND NEGLECT
Teacher Information

Purpose: To encourage teachers and others to report suspected child abuse and neglect

Child abuse and neglect are serious and growing problems in today's society. More and more states are requiring, under penalty of law, that alleged abuse and neglect cases be reported by certain professionals. It is extremely important for teachers to have information about child abuse and neglect.

It is highly recommended that teachers become familiar with local policies and regulations and fully understand obligations.

The intent of the information furnished below is to offer teachers general direction. Check with your immediate supervisor to determine specifics for your locality.

What is an abused or neglected child?

"Abused child means a child under the age of eighteen years who exhibits evidence of serious physical or mental injury not explained by the available medical history as being accidental.

Section 3 Act of 124 of 1975 Child Protective Service Law

What are some identifying signs of possible abuse?

1. bruises, abrasions, old-healed lesions, burns, scalding
2. evidence of dislocations, fractures
3. unexplained injuries
4. shows evidence of dehydration and/or malnutrition without obvious cause
5. unusual fearfulness
6. repeated injuries
7. evidence of sexual abuse

What are some identifying signs of possible neglect?

1. malnourished, ill clad, dirty
2. ill and lacking essential medical care
3. denied normal experiences that produce feelings of being loved, wanted, secure and worthy (emotional neglect)
4. failing to attend school regularly
5. constantly tired, "run-down" - possibly exploited or overworked
6. emotionally disturbed due to constant friction in the home, marital discord, mentally ill parents
7. exposed to unwholesome and demoralizing circumstances - e.g. excessive drinking and/or drunkenness

Who reports alleged cases of abuse or neglect?

1. Any person who witnesses or suspects child abuse or neglect should report the incident.
2. Certain professionals are required by law, under penalty, to report alleged cases of abuse and neglect (i.e. doctors, nurses, teachers).

To whom should reports be made?

If you are a teacher, make your report to school authorities.

There is a Child Abuse Center in most cities and states. Anyone who suspects child abuse is taking place should contact this center. You DO NOT have to give your name, only the location and the abuse which you think has occurred.

REDUCING VANDALISM
Teacher Information

Purpose: To promote student participation in reducing vandalism

Vandalism is an ugly and growing problem. Few school buildings and other public buildings completely escape the vandal's mark.

The reasons why people vandalize are many and complex. However, the sources of vandalism are not so complex. Many acts of vandalism are committed by those who have developed negative attitudes toward rules, laws and authority. Vandalism is one way to "strike back." Through peer pressures and other inducements, casual acts of vandalism become more commonplace and occur with more frequency.

One way to reduce the ill effects of vandalism is to give students a stake in setting the conditions of their environment. When given a choice, young students will generally choose cleanliness and order over unkempt conditions. People generally conform to the conditions around them. If things are disorderly, people feel no need to be orderly. If, on the other hand, cleanliness and orderliness prevail, one is likely to feel a need to maintain that condition.

When a school activity gives students a stake in promoting cleanliness and orderliness, acts of vandalism will likely decrease. Active and continuous participation at every grade level will promote positive attitudes toward cleanliness and orderliness. As more positive attitudes are nourished and developed, they are likely to transfer to home and community.

DISCUSS:

(Adapt terminology to students' age and maturity levels.)

1. Do you like things around you to be clean or dirty? How does it make you feel when things are dirty? clean?
2. What are some improvements we can make in our room? school building? grounds?
3. How can we make sure each of us does the things necessary to keep things clean and orderly? (The last two minutes of each day devoted to cleaning and organizing the room will afford consistency and perpetuate positive attitudes.)

SUBSTANCE ABUSE

Concept: Our bodies are affected by what we eat, drink and inhale.

Activities:

1. Have the students briefly discuss why it is necessary to eat and drink.
2. Have the students tell how they know when it is time to eat and describe what it feels like to be hungry and/or thirsty.
3. Give examples of the different kinds of food and drink from which humans can derive nourishment.
4. Identify types of things that children should not eat or drink and give reasons.
5. Have the pupils describe the warning signs found on containers of harmful substances, i.e. skull and crossbones and Mr. Yuk.

Concept: Medicines designed to cure and prevent sickness can be dangerous when improperly used.

Activities:

ing medicine. Why is it necessary to take a specific amount at a particular time?

2. Discuss why a doctor's prescription is necessary to obtain certain types of drugs.
3. Invite a druggist to visit the class. Suggest that he/she discuss the safety factors associated with medicine as well as possible harm from misuse.
4. Demonstrate various poison labels so that children will learn to identify them. Display skull and crossbones and Mr. Yuk.
5. Collect newspaper and magazine articles dealing with accidental poisonings, safe use of medicines, etc. Make scrapbooks or arrange articles as a bulletin board exhibit using the materials collected.

Concept: Physical hazards are posed by misuse of non-medical substances found in the home and garage.

Activities:

1. Read warnings from labels on empty paint cans, cleaning fluids, insecticides, glue tubes and household cleaners. Explain meaning to students. Solicit discussion.
2. Discuss the effects caused by the abuse of these substances on general health.
3. Demonstrate what should be done if, by mistake, any of these substances is ingested
4. Have students discuss safety factors concerning use and storage of these substances with parents/guardians and older brothers and sisters. Provide opportunities for the conversation at home to be further discussed in school.

ALCOHOL

Concept: It is important to be careful about accepting things from strangers.

Activities:

1. Discuss about people who might offer them food, drink, or pills and how they might respond.
2. Have children draw sequence pictures or write a story depicting:
   a) meeting a stranger
   b) being offered food, drink, pills or a ride by the stranger
   c) saying no to the stranger
   d) having fun with friends after the stranger is gone
3. Have children create a booklet with illustrations of people they can ask for help if a stranger bothers them (ex. parent, neighbor, older sibling).

Concept: People can become poisoned by eating or drinking household substances.

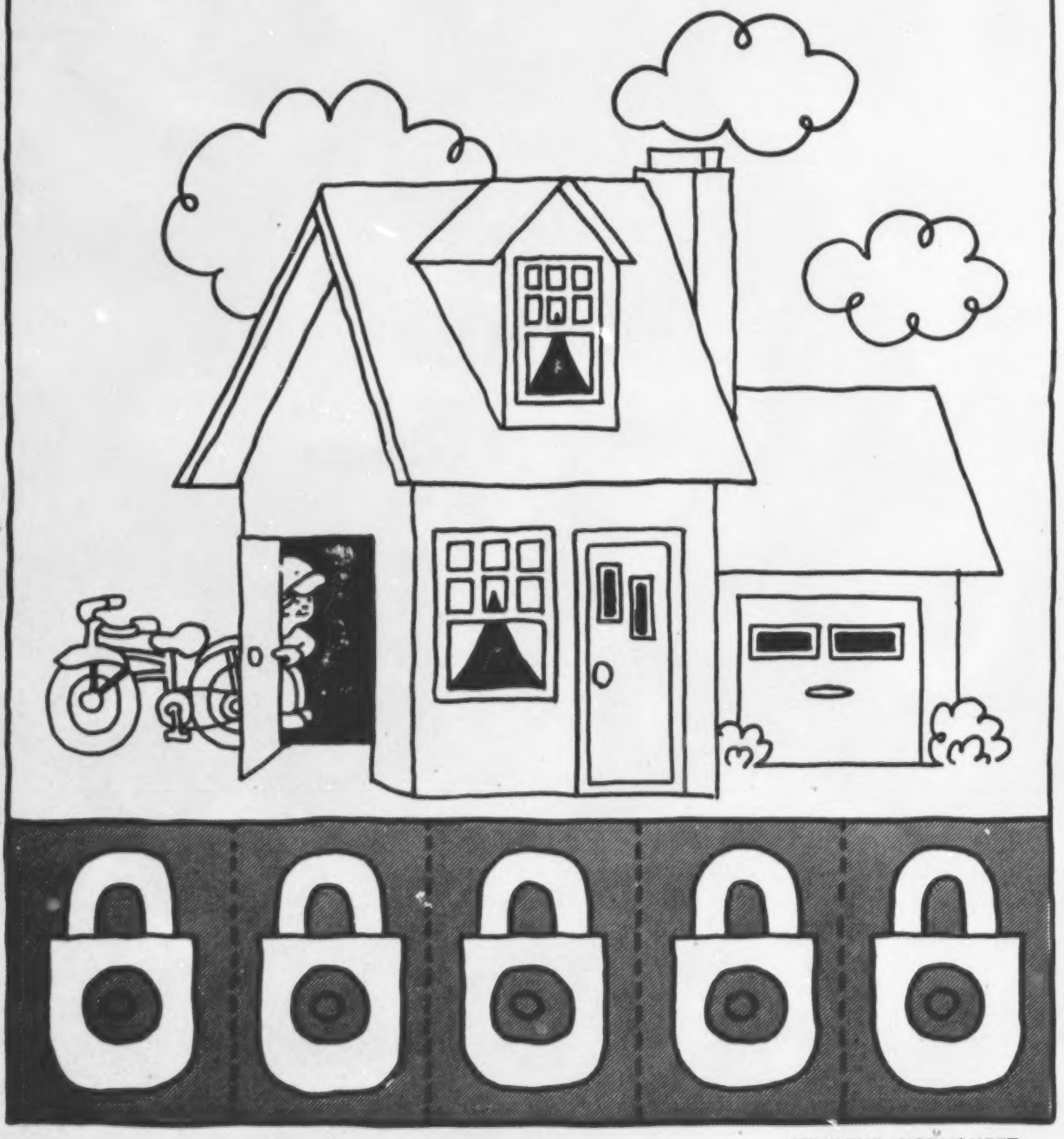
Activities:

1. Discuss and collect pictures of ethyl and methyl alcohol, bug killers, detergents, drain cleaners, etc.
2. Discuss why these substances should be kept locked up.
3. Explain the skull and crossbones and Mr. Yuk symbols.

Teacher's Notes...

Lock It Up

Name _____



Supplementary Materials

UNIT I

Student Reading List

Beim, Lorraine and Jerrold Beim, **Two Is a Team**. New York: Harcourt, Brace and Jonvanovich, 1954. (responsibility and cooperation)

Bonsall, Crosby, **Mine's the Best**.New York: Harper-Row, 1973. (feelings)

Brenner, Barbara, **Faces**. Toronto: Clarke, Irwin and Company, Limited, 1970. (individual differences)

Cohen, Miriam, **The New Teacher**. Riverside, N.J.: McMillan Press, 1971. (class discipline)

Cohen, Miriam, **Tough Jim**. Riverside, N.J.: McMillan Press 1974. (bullies)

Galdone, P., **The Little Red Hen**. New York: Seabury, 1973.

Gibson, Myra T., **What is Your Favorite Thing to Touch?** New York: Grossett and Dunlap, 1965. (individual differences)

Guilfoile, Elizabeth, **Nobody Listens to Andrew**. Chicago: Follett, 1957.

Hamada, Hirosuk, **Little Mouse That Tarried**. New York: Parents' Magazine Press, 1971. (consequences)

Hamada, Hirosuke, **The Tears of the Dragon**. New York: Parents' Magazine Press, 1967. (individual differences)

Hoban, Russell, **Best Friends for Frances**.New York: Harper, Row Publishers, 1969. (conflict)

Klein, Leonore, **Only One Ant**. New York: Hastings House, 1971.

Krasilovsky, Phyllis, **The Man Who Didn't Wash His Dishes**. New York: Doubleday, 1950.

Lionni, Leo, **Frederick**. New York: Pantheon, 1967.

McDermott, Gerald, **Anansi, The Spider: A Tale from the Ashanti**. New York: Holt, Rinehart and Winston, 1972.

Schlein, Miriam, **The Way Mothers Are**. Chicago: Albert Whitman, 1963.

Simon, Norma, **I Was So Mad**. Chicago: Albert Whitman and Company, 1974. (anger)

Voirst, Judith, **Alexander and the Terrible, Horrible, No Good, Very Bad Day**. New York: Atheneum Publishing Company, 1972. (consequences)

Films and Filmstrips

THAT'S NO FAIR — 2 parts — 12 min. — First Things Series — Guidance Associates — 1972

Part 1 deals with a problem children often face — getting and keeping a place in line.

Part 2 opens with the Wizard searching for his glasses. Without them, he mistakes the two boys, Eddie and Andy, for one creature, a Meeddiemeandy. The Wizard offers to reward them if the glasses are found. Andy spots the glasses in deep water below the pier. With Andy holding his legs, Eddie goes underwater and retrieves the glasses. The Wizard has only one reward, a genuine Wizard's watch. Who should have it? Andy found the glasses, but Eddie went underwater to get them. What is the fair thing to do?

VICTOR BRINGS HOME A DRAGON — 10 min. — Being You Series — Coronet Instructional Media

Victor brings home a dragon and his mother says that "NICE boys don't play with dragons." The dragon takes Victor to his home and the dragon's mother says that "NICE dragons don't play with people." Eventually when the dragons and the people learn to know each other they find they can be friends after all.

UNIT II

Student Reading List

Brown, David, **Someone Always Needs a Policeman**. New York: Messner, 1972. (roles of a police officer)

De Paola, Tomi, **Strega Nona**. Englewood Cliffs, NJ: Prentice-Hall, 1975.

Fassler, Joan, **The Boy With a Problem**. New York: Behavioral Publications, 1971.

Fox, Paula, **Good Ethan**. Scarsdale, NY: Bradbury, 1973.

Kennedy, Richard, **The Parrot and the Thief**. Boston: Little, Brown, 1974.

Klein, Norma, **If I Had My Way**. New York: Pantheon, 1974.

Leaf, Munro, **Fair Play**. New York: J.B. Lippincott, 1958. (necessity for rules)

Lund, Harold, **You Ought to See Herbert's House**. New York: Watts, 1973.

Milne, A.A., **When We Were Very Young**, Illustrated by Ernest H. Shepard. New York: Dutton, 1924.

Potter, Beatrix, **The Tale of Peter Rabbit**. New York: Warne, 1902.

Seuss, Dr., **The Cat in the Hat**. New York: Random House, 1957.

Seuss, Dr., **Yertle the Turtle**. New York: Random House, 1958.

Udry, May, **Let's Be Enemies**. New York: Harper Brothers, 1961.

Winn, Marie, **Shiver, Gobble, and Snore**. New York: Simon and Schuster, 1972.

Films and Filmstrips

SCHOOL BUS SAFETY AND COURTESY
— 16mm — 15 min. — Oxford Films — 1974

This film is designed to develop positive attitudes toward school bus safety rules. It discusses riding and pedestrian safety, respect for private and public property, and respect for authority.

DISCUSS

1. What needs to be done on your bus and at your bus stop to make it safer for you?
2. How should you dress in bad weather so that you can be seen while walking?
3. When you get off the bus, should you walk in front or behind the bus? Why?
4. What are some rules we should follow while riding the bus?

SUGGESTED ACTIVITIES:

1. Make up some more verses to the song "The Wheels on the Bus."
2. Invite a bus driver to come in to discuss major problems and concerns.
3. Have students cut out a school bus and put their bus number on it to help them remember which bus they ride.

UNIT III

Student Reading List

Joyce, Irma, **Never Talk to Strangers.** Racine, Wisconsin: Western Publishing Company, Inc., 1957. (stranger danger)

Leaf, Munro, **Safety Can Be Fun**. New York: J.B. Lippincott, 1961. (necessity for safety rules)

Films and Filmstrips

SHORTCUT TO TROUBLE
— Careful With Strangers Series — filmstrip — 14 min.
Walt Disney Educational Media Company — 1975

Timothy Mouse introduces himself and two of his friends who are making the terrible mistake of ignoring a "No Trespassing" sign to take a shortcut through a flood control channel. When they have a close call with a dangerous stranger, Timothy explains why sticking to safe routes is so important. He lists a number of typical danger spots and urges the viewers to think of similar areas in their own locale. Timothy talks about the problem of seemingly deserted areas, like beaches or public restrooms, and urges children to stick with friends their own age and to play in well-populated areas. He points out that construction areas are particularly dangerous and urges the use of the buddy system as protection.

SIZING UP STRANGERS
— Careful With Strangers Series — filmstrip — 10 min.
Walt Disney Educational Media Company — 1975

Some of the typical ploys used by strangers to lure children away are shown. Timothy explains why children should never take money or gifts or accept rides from strangers. He points out that "checking with mother first" is always the best idea. He urges children to tell their parents when they have been approached so that the police can be alerted and other children protected. Timothy relates the story of Jimmy, who was offered help by a friendly, grandfatherly-looking man when his bicycle chain broke. Jimmy remembered to be smart about **all** strangers and thus avoided a possible problem. Timothy explains that even when strangers claim they are family friends, children should not go with them. He emphasizes that it is not "babyish", but "grown up" to practice safety. If a child sees a friend forgetting, he or she should intervene, caution the friend about going with strangers, note license numbers and report immediately to parents or authorities.

ON THE ALERT
— Careful With Strangers Series — filmstrip — 14 min.
Disney Educational Media Company — 1975

Preparedness as a way to avoid problems with strangers is emphasized. Timothy Mouse explains the value of the buddy system in preventing dangerous encounters. He urges children to notice details, write down license numbers, and inform adults when people or events don't fit the usual neighborhood pattern. Timothy shows children how to cope with the dangerous phone call when home alone. He emphasizes keeping doors locked and emergency numbers handy, and knowing a neighbor who can give help. The final episode examines the ploy of getting a child to drop his usual caution because he believes a stranger has been sent by a parent to take him somewhere. Timothy cautions that compliance should only come AFTER the truth has been verified.

SUGGESTED ACTIVITY:

WRITE TO TIMOTHY

Have the students compose a class letter or individual letters to Timothy Mouse telling him what they have learned about being careful with strangers. The letter can be addressed to:

Mr. T. Mouse
Walt Disney Educational Media Company
800 Sonora Avenue
Glendale, California 91201

Timothy will reply within about three weeks with a letter and possibly a present.

Film Distributors

OXFORD FILMS
1136 N. Las Palmas Avenue
Los Angeles, California 90038
WALT DISNEY EDUCATIONAL MEDIA COMPANY
800 Sonora Avenue
Glendale, California 91201

CONTACTS FOR ADDITIONAL INFORMATION ON DRUG AND ALCOHOL ABUSE PREVENTION

Philip Brown, Chief
Division of Training and Prevention
Governor's Council on Drug and
Alcohol Abuse
2101 N. Front Street
Harrisburg, PA 17120
717-783-8200

ENCORE — They serve as a statewide clearinghouse for literature and films; keep a well-stocked library of research and prevention materials; put out a bi-monthly newsletter called *Inside Dope*; and publish a comprehensive guide to drug and alcohol services in the state. The address is:
ENCORE
Box 2773
Harrisburg, PA 17105
toll free (800) 932-0912
All material is free and they can provide a list of their holdings.

For IU 22, 23, 24, 25 or 26 contact:
Thomas H. Stecher
Delaware County IU
Sixth and Olive Streets
Media, PA 19063
(215) 565-4880, ext. 72

For IU 14, 17, 18, 19, 20, 21 or 29 contact:
Kathleen T. Marinari
Berks County IU
2900 St. Lawrence Avenue
Antietam Valley Center
Reading, PA 19606
(215) 779-7111

For IU 8, 10, 11, 12, 13, 15 or 16 contact:
Margaret E. Rockenbeck
Central IU
R.D. 1 Radio Park
Philipsburg, PA 16866
(814) 342-0884

For IU 1, 2, 3, 4, 5, 6, 7, 9, 27 or 28 contact:
Megan W. Smith
Midwestern IU
Maple Street
Grove City, PA 16127
(412) 458-6700

For more information about the Addictions Prevention Network you can also contact:
Jay M. Strunk
Delaware County IU
6th and Olive Streets
Media, PA 19063
(215) 565-4880 or
(717) 783-2528

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Glossary

BOLD PRINT — indicates teacher definition
light print — indicates a simplified student definition

AUTHORITY — **POWER OR ABILITY TO INFLUENCE OTHERS' BEHAVIOR**
— being the boss, leader; able to tell others what to do, people who help others

BETTER ASK — Checking with a reliable person about something you're not sure of

CONFLICT — **OPPOSING BELIEFS, INTERESTS, OR ACTIONS**
—a problem to be solved either with self or others

CRIME — **AN ACT IN VIOLATION OF THE LAW**
—breaking the law

FEELING — **AN ATTITUDE OR EMOTION TOWARD SOMEONE OR SOMETHING**
—what we believe or think about someone or something

RESPONSIBLE — **RELIABLE, TRUSTWORTHY**
—carrying out a job or doing what you are expected to do

RULE — **SOMETHING WRITTEN OR SAID WHICH TELLS US HOW TO ACT**
—something written or said which tells us how to act

SAFETY — **PROCESS OF REDUCING OR AVOIDING VICTIMIZATION**
—keeping away from places or people that will harm us
—acting so we will not get hurt

STRANGER — **SOMEONE WE DO NOT KNOW**
—someone we do not know

VANDALISM — **DELIBERATELY DESTROYING PROPERTY**
— destroying property on purpose.